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ABSTRACT

These two issues of "Virginia Resolves" provide articles of interest to the social studies reader and provides ideas for social studies instruction and curriculum. The fall issue features seven articles: (1) "Death and the Young Child" (Rosanne J. Marek); (2) "Simulations: Bibliography for the Middle and Elementary Teachers" (William Coleman Redd II); (3) "Biography-Centered Learning for the Social Studies" (Marie Bittner); (4) "Multicultural Literature Update: Native Americans and East Asian Americans" (Katherine T. Bucher); (5) "Judicial Nominations" (Linda Karen Miller); (6) "A More Open China" (L. K. Miller); and (7) "Address to Virginia Social Studies Educators" (Terry Knecht Dozier). The spring issue contains six articles: (1) "The Social Sciences and the Social Studies: An Essay on the Development of and Need for Citizenship Education" (Mark Crockett); (2) "18th Century Crafts for 20th Century Children: The Apothecary" (Alice P. Wakefield); (3) "The United States Holocaust Memorial Museum: An International Tribute and Educational Resource" (S. Rex Morrow); (4) "Obscuring the Second Amendment" (Mark D. Polston); (5) "Simulations: Bibliography for High School Teachers" (William Coleman Redd II); and (6) "The Columbian Quincentenary: An Educational Opportunity" (an official position statement developed by the National Council for the Social Studies). Contains 26 references. (CK)

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Virginia Resolves

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A Letter From The Editor

Health reform and balancing the budget has become the national rallying cry of the American public in recent months, while in Virginia the issues of censorship, the state deficit, gun control, and the upcoming gubernatorial and senate elections hold our attention. In education, the governor recently withdrew support for outcome-based educational reform, a process that drew significant opposition from its very outset. Internationally real progress has apparently been made in negotiating a peace in the Middle East, while conflict and carnage remain a daily ritual in former Yugoslavia.

Never before has there been so great a need for an effective and relevant program for social studies instruction in Virginia schools. As Virginia youth emerge from our public schools we must as educators provide the necessary skills to assist youth in becoming functioning citizens for a 21st century Virginia and the world. Traditional skills such as reading, writing, and public speaking must be supported by new emerging technological skills, including but not limited to computer-assisted learning. Additionally, we must rethink and redesign components of our social studies curricula (grades K-12). Just as many educators have traditionally valued the importance of teaching the ancient Greeks and Romans, I contend it is essential that we teach the current relevancy of the disintegration of the Soviet Empire, the restructuring of eastern Europe, and the beginnings of peace in the Middle East. As we have taught the traditional importance of the contributions made by our founding fathers, or more accurately parents, we must also aid youth in becoming aware of their rights and responsibilities of citizenship in the evolving American republic.

As we observe a new Virginia administration emerging in 1994, we as citizens and professional educators in the Commonwealth must poise ourselves to provide effective leadership in assisting the difficult decisions, many of which will be educational issues, that the Commonwealth will be making in the next few years. Membership in the Virginia Council for the Social Studies and the National Council for the Social Studies is one mechanism for providing a collective voice of concern and advise on issues of social studies curriculum and instruction.

In this issue of the *Virginia Resolves* several featured articles include: "Death of a Young Child" by Dr. Rosanne J. Marek, "Biography–Centered Learning for the Social Studies" by Dr. Marie Bittner, "Simulations: Bibliography for Middle and Elementary School Teachers" by William C. Redd, "Judicial Nominations: A Lesson Plan" by Dr. Linda K. Miller, and "Multicultural Literature Update: Native and East Asian Americans" by Dr. Katherine T. Bucher. I believe that you will find this collection of articles both stimulating and practical for the classroom.

As I have frequently stated as editor of the *Virginia Resolves*, I believe this journal to be first and foremost a representative scholarly publication of the membership of the Virginia Council for the Social Studies. As your editor, I encourage you to contact me regarding publication ideas or suggestions, and to consider submitting manuscripts of lesson plans, philosophical papers, researched reports, and teaching methodology articles for consideration. I hope you find the articles and information included in this issue useful.

Respectfully Submitted,

S. Rex Morrow, Editor

Death and the Young Child

By Rosanne J. Marek

Perhaps one of the most difficult situations teachers ever face is death and a child in the elementary school. A member of a child's family might die after a long illness, a beloved pet might be euthanized, or one of the pupils might be killed in a tragic accident. The reality of death and dying must be acknowledged. How adults, particularly parents and teachers respond when someone loved dies has a major impact on the way the child reacts to the death. Caring adults can help the child coping with grief. If they are open, loving, and honest, the child can learn about both the joy and sorrow that can result from caring deeply about others. And while death itself is a biological process, its impact on others requires that if be included in the social studies curriculum. Adults who are able to confront their own feelings about death and learn from them can help children when someone loved dies. As a result, children can form a healthy attitude toward life and death.

Occasionally, educators have held that children who have experienced the death of a parent, grandparent, sibling, classmate, or even a pet can spend a brief time "getting over it" and then return to school, when everything goes on as before the death. This is simply not true. Educators must realize that everyone grieves but that everyone can grieve differently. Frequently, it is they who can best help children as they cope with grief and the grieving process. Anyone old enough to love can grieve. Even before children talk, they grieve when someone loved dies. Their feelings about the death can become part of their lives forever.

Three principles should guide the actions of adults, particularly teachers.

1. **Acknowledge the death.** Do not ignore it or pretend it did not happen. Death education can begin when leaves fall from a tree or when a classroom pet dies. Death simply is part of life. Children, like adults, need to come to terms with death and the grief that accompanies it. In order to help children, teachers must face their own mortality and feelings about death.
   When death occurs, children need to be surrounded by feelings of warmth and understanding. Remember that what is communicated silently can be just as important to the child as what is said. Your responses to the child should be characterized by sensitivity and warmth. Be aware of the tone of your voice and maintain eye contact when talking about death.

2. **Tell the truth.** Do not tell the child that "Grandpa is sleeping." Hearing this, the child might be terrified of falling asleep and never waking. Do not tell the child that "We lost Grandma." Hearing this, the child might wonder why we are not looking for her. Using the word "lost" falsely implies the dead person may be "found" or will return. Try to answer all questions as simply and honestly as possible.
   When a death occurs, adults need to be open and honest. Patiently, they need to answer questions about death in language children can understand. Teachers should not be concerned if they do not have all the answers. The answers are not as important as the manner of the response which demonstrates concern.
   Remember, too, that children may repeatedly ask the same questions about death. This repetition is natural. Seeking and receiving answers about death helps children understand their grief and adjust to the death of a loved one.
   It is important to remember that children can have some ideas about death that you should address. Occasionally, children conclude that somehow they caused the death. A child may recall that she once said she hated her sister and wished she were dead. When death occurs, the child must be reassured that it was not her fault.
   Do not tell a child to "Be brave" or that "Big boys don't cry." Children need to grieve. They have been faced with a sad situation and for their well-being, they must express their sadness.
   Children need someone to talk with during such crises. Talking with a caring teacher helps them heal the emotional wounds caused by the death. Adults who are willing to talk openly about the death help children understand that grief is a natural feeling when someone loved has died. Children need adults to confirm that it's all right to be sad and to cry, and that the pain they feel will not last forever.
   Do not ignore the death, assuming that be so doing, children will be spared some of the sadness and hurt. When ignored, children may suffer from the feelings of isolation; they may feel all alone in their grief.

3. **Support the child.** Teachers must accept the individuality of grief. Grieving children can display a variety of symptoms. One of the first signs of a grieving child may be a decline in school work. This may occur immediately after the death or it may manifest itself later.
   Children can also react to death in surprising ways. They may greet the news of a loved one's death with little more than a shrug but express their grief in subtle ways later. Some regress to thumb-sucking; some show anger and hostility; some pretend they are dying.

In all these cases, it is important to remember that children react to death like adults. They may feel shock or denial; they may become angry and blame others for the death or even become angry at the person who died for leaving. Allow them to express a full range of feelings. Anger, guilt, despair, and grief are natural reactions to the death of someone loved.

For teachers, knowing that a death has occurred tells us to pay a little more attention to the child. The most important thing we can do for a grieving child is to listen. Listen, too, for the unspoken message. Ask the child how he or she feels. Be a good observer and see how the child is behaving. Usually, it is better to ask exploring questions than to give quick responses.

Read and discuss books about children who were in similar circumstances. Recommend a support group and, if needed,consult a counselor when a child seems to need additional assistance.

Remember that the child's relationship to the deceased hasn't ended. It has, however, changed. Help the child form a new set of bonds with the deceased. Grief is always painful but it is more painful on birthdays, holidays, and anniversaries when the child misses the loved one more than ever. While it hurts to face the fact that a loved one has died, it helps to remember the life that was lived. A kind word especially on these special days will help the grieving child cope. Teachers must recognize that the child's grief is a natural response to the death of someone who was important to him. Grieving hurts but it is a necessary process that helps the child put back together a world torn apart by death.

The concern of a caring teacher can somehow ease the sorrow of the grieving child. With understanding, teachers can guide grieving children through this vulnerable time and help make the experience an important part of the child's growth and development.

Selected References

Jensen, Amy. Healing Grief. Issaquah, Wisconsin: Medic Publishing Company, 1980.

Stillman, Peter. Answers to a Child's Questions about Death. Stamford, New York: Guideline Publications, 1979.

Wolfelt, Alan D. Helping Children Cope With Grief. Batesville, Indiana: Batesville Management Services, 1992.

Children and Death. Milwaukee, Wisconsin: National Funeral Directors Association, n.d.

Grief—A Time To Heal. Milwaukee, Wisconsin: National Funeral Directors Association, n.d.

Dr. Roseanne J. Marek is a professor of history and social science education at Ball State University, Muncie, Indiana. Dr. Marek works with elementary and secondary education students seeking teacher certification in the social studies area.

Simulations: Bibliography for the Middle and Elementary Teachers

By William Coleman Redd II

The use of simulations was an important part of the new-thinking of educating students. But when teachers are asked about why they aren't using them, especially in the elementary and middle school levels they answer that they aren't aware of the material and how to get it. Below is a very short bibliography with materials for middle and elementary teachers, next issue will contain a bibliography for the high school teachers. There is a need for simulations in the classroom. All the information contained in both parts could be used by any teacher that wanted to use simulations. The abbreviation to the side should be self explanatory. ED is the abbreviation for Eric Documents, which may university libraries should have or address are given on some articles.

Elementary Schools

AU: Turner,-Thomas-N.
TI: Simulation Games Are for Younger Learners, Too.
JN: *Social-Studies*; v73 n3 p130-34 May-Jun 1982
AB: Discusses the value of structured simulation games in elementary social studies. Suggestions are given for using simulation games in the classroom, stressing the importance of the briefing and debriefing activities. Teaching instructions for four role-playing simulations are included.

AU: Klenow,-Carol
TI: Electronic Social Studies. Teaching with Technology—Update.
JN: *Instructor*; v102 n3 p65-66 Oct 1992
AB: Examines which skills students develop through social studies and how technology can help elementary students strengthen them. Important skills include understanding and using locational and directional terms and developing research, thinking, decision-making, interpersonal, and reading skills. Technology skill-builders include telecommunications networks, software simulations, and computer-based reference tools.
AU: Kinnamon,-J.-C.; Oehring,-Sandra
TI: Software Workshop.
JN: *Instructor*; v100 n3 p52-54,56 Oct 1990
AB: Computer programs covering several subject areas and grade levels are reviewed. The programs include multimedia courseware, simulations, and interactive software. Teaching tips which suggest methods of utilizing the programs are offered.

AU: Miller,-Etta; And-Others
TI: One Dozen Ways to Turn Them on to Reading.
JN: *Social-Studies-Texan*; v4 n2 p25-27 Spr-Sum 1988
AB: Suggests 12 strategies for helping students read social studies material with greater comprehension and increased creative interaction with text. Strategies include drama games, simulations, debates, oral histories, current events, and cross age teaching. AU: Day,-Harlan-R.
TI: Play Dough Economics: Motivating Activities for Teaching Economics to Elementary and Middle School Students.
PY: 1988
AB: Economic literacy is important because economics is such an integral part of daily existence. Individuals who understand basic economic concepts will be better equipped to make the important decisions that effective citizenship requires. The 15 economics lessons in this booklet are designed for elementary and middle school students.
NT: 89 p. or ED315359
PR: EDRS Price - MF01/PC04 Plus Postage.

AN: ED339641
TI: We the People: Teacher's Guide, Level I. Upper Elementary.
CS: Center for Civic Education, Calabasas, CA.
PY: 1990
AB: This teaching guide accompanies a curriculum, intended to be used in the upper elementary grades, that introduces students to the study of constitutional government in the United States. It is designed to help students understand the most important ideas of the constitutional system and how they were developed, and to provide them with a knowledge of how the Constitution came into existence, why it took the form it did, and how it has functioned for how it has functioned the past 200 years.
AV: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302 ($5.00).
NT: 112 p.; or ED339641 and for corresponding student text, see SO 021 442; for equivalent middle school and secondary curricula, see SO 021 444-447.

TI: Malcolm Price Laboratory School Social Studies Curriculum Guide. Grade N-12.
CS: University of Northern Iowa, Cedar Falls. Malcolm Price Lab. School.
PY: 1991
AB: The overall goal of the social studies program of the Malcolm Price Laboratory School (Cedar Falls, Iowa) is to develop reflective citizens who manifest citizenship perspectives and competencies, while using cognitive processes and skills, to investigate society and social issues through courses and units drawn from the social sciences. This curriculum guide discusses each element of this overall goal and presents the social studies curriculum by discussing what is done at each grade level. Skills to be developed, cognitive processes involved, units to be studied, as well as teaching methods to be employed are among the topics covered at each level. The titles of the social studies courses or programs that comprise

the curriculum are: (nursery/kindergarten) my world; (grade one) social science processes; (grades two and three) social science disciplines; (grade four) regional geography; (grade five) American and Iowa history; (grade six) world studies; (grade seven) American studies; (grade eight) world geography; (grade nine) world history; (grade ten) U.S. history; (grades eleven and twelve) global insights, United States government, economics, sociology, psychology, interactive communication simulations, and law related education.
NT: 42 p. ED339666
PR: EDRS Price - MF01/PC02 Plus Postage.

AU: Turner,-Thomas-N.
TI: Simulation Games Are for Younger Learners, Too.
JN: *Social-Studies*; v73 n3 p130-34 May-Jun 1982
AB: Discusses the value of structured simulation games in elementary social studies. Suggestions are given for using simulation games in the classroom, stressing the importance of the briefing and debriefing activities. Teaching instructions for four role-playing simulations are included.

AU: Gallagher,-Arlene-F.
TI: Equality and Property: Yours, Mine and Ours.
JN: *Update-on-Law-Related-Education*; v11 n2 p14-19 Spr 1987
AB: Describes the difficulties involved in developing a sense of responsibility for commonly owned property and offers four elementary and one middle school activity to help achieve this goal. Included are a list of children's trade books and classroom simulations dealing with the concept of public property.

Middle School
AU: Schreifels,-Beverly
TI: Breathe Life into a Dead Subject.
JN: *Learning*; v11 n8 p84-85 Mar 1983
AB: Ways to make historical figures come to life through classroom simulations are described. They include: (1) teacher impersonations of time-machine visitors; (2) public-address-system voices from the past; (3) writing about historical personages from different perspectives; (4) mock trials; and (5) role playing by students.

AU: Suter,-Coral; Croddy,-Marshall
TI: The Crime Question: Rights and Responsibilities of Citizens. [Student Edition.] Major Issues in American Government. Law in Social Studies Series.
PY: 1984
AB: Designed for students in grades 7-12, this social studies infusion unit examines individual rights and responsibilities in the context of the American criminal justice system and explores the balance between individual and group rights achieved at various AV: Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($15.00 for both student edition and instructor's manual; $4.50 for additional student copies; $135.00 for 30 student copies and instructor manual).
NT: 26 p.; or ED250248 and for instructor's manual, see SO 015 998. Photographs may not reproduce clearly.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.levels of government.

AU: Iozzi,-Louis-A.; And-Others
TI: Future Scenarios in Communications. [Student's Guide.] Preparing for Tomorrow's World.
AB: The purpose of this module is to introduce students (grades 7-8) to the concept of change and factors influencing change. The module examines the impact of the telephone and the future impact of the computer on society.
AV: SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $85; replacement student worksheets, $9).
NT: 74 p.; or ED230376 and for related documents, see SE 041 564-585. A complete catalog of the multi-media packages making up this program is contained in SE 041 585.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

AU: Iozzi,-Louis-A.
TI: Coastal Decisions: Difficult Choices. Teacher's Guide. Preparing for Tomorrow's World.
PY: 1982
AB: The objective of this "Preparing for Tomorrow's World" (PTW) program module is to help students (grades 7-8) gain insight into coastal issues and confront moral dilemmas which relate to those issues. PTW is an interdisciplinary, future-oriented program incorporating information from the sciences/social sciences and addressing societal concerns which interface science/technology/society.
AV: SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $75; replacement student worksheets, $16).
NT: 59 p.; or ED230368 and for related documents, see SE 041 564-585. A complete catalog of the multi-media packages making up this program is contained in SE 041 585.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

AU: Kinnamon,-J.-C.; Oehring,-Sandra
TI: Software Workshop.
JN: *Instructor*; v100 n3 p52-54,56 Oct 1990
AB: Computer programs covering several subject areas and grade levels are reviewed. The programs include multimedia courseware, simulations, and interactive software. Teaching tips which suggest methods of utilizing the programs are offered.

AU: Smiddie,-Laura
TI: Geography Resources for Middle School and High School Teachers.
JN: *Georgia-Social-Science-Journal*; v20 n2 p30-32 Fall 1989
AB: Provides educational resources for teaching geography from the Educational Resources Information Center (ERIC). Includes units on the Model United Nations, China, Middle America, and the United States. Resources stress themes of economic, political, and social interactions and interdependence. Provides simulations, maps, sample tests, and lesson plans.

AU: Mertz,-Gayle; And-Others
TI: Access to Justice: Middle School Strategies.
JN: *Update-on-Law-Related-Education*; v13 n1 p24-33 Win 1989
AB: Gayle Mertz offers simulations covering balloting and the juvenile court system along with a legislation drafting activity. Mercedes J. Newsome provides guidance on the use of community resource persons. Teri Wilson's activity simulates a juvenile proceeding while Richard Marcroft and Elenor Taylor describe a simulation of small claims court.

AU: Miller,-Etta; And-Others
TI: One Dozen Ways to Turn Them on to Reading.
JN: *Social-Studies-Texan*; v4 n2 p25-27 Spr-Sum 1988
AB: Suggests 12 strategies for helping students read social studies material with greater comprehension and increased creative interaction with text. Strategies include drama games, simulations, debates, oral histories, current events, and cross age teaching.
AU: Tersigni,-J.-F.
TI: City Hall Gets No Respect! Government Week Gives Class Chance at Running Their City.
JN: *History-and-Social-Science-Teacher*; v24 n2 p94-95 Win 1989
AB: Discusses the use of a mock Canadian city council to help students develop an understanding of their local government and community. Presents a plan for running a mock council, and encourages the use of simulations to enhance the learning experience.

AU: Clausing,-Carolyn
TI: Simulations for Critical Thinking.
JN: *Louisiana-Social-Studies-Journal*; v14 n1 p18-20 Fall 1987
AB: Discusses the benefits of using simulations in the classroom, stating that critical-thinking simulations, as opposed to factual simulations, provide for more student involvement, a greater increase in students' research ability, and improved critical questioning skills. Describes each type of simulation and presents a critical-thinking example based on the constitutional bicentennial.

AU: Schick,-James-B.-M.
TI: Historical Choices.
JN: *History-Microcomputer-Review*; v4 n1 p21-35 Spr 1988
AB: States that history instruction can be made meaningful and enlightening only by examining historical choices and their results against available options and likely consequences. Presenting examples, the author argues that well-crafted historical simulations focusing on such elements as choice and consequence, strategy and tactics provide a useful and important element in the teaching of history.

AU: Parrella,-Michael
TI: Using a Computer Simulation as a Model for a Classroom Activity.
JN: *Social-Studies*; v78 n5 p225-27 Sep-Oct 1987
AB: Examines a classroom project in which a computer simulation is used to teach about immigration. Points out that this simulation encourages students to develop analytical and decision-making skills. Concludes that simulations of this kind challenge students to learn more.

AU: Day,-Harlan-R.
TI: Play Dough Economics: Motivating Activities for Teaching Economics to Elementary and Middle School Students.
PY: 1988
AB: Economic literacy is important because economics is such an integral part of daily existence. Individuals who understand basic economic concepts will be better equipped to make the important decisions that effective citizenship requires. The 15 economics lessons in this booklet are designed for elementary and middle school students.
NT: 89 p. or ED315359
PR: EDRS Price - MF01/PC04 Plus Postage.

AN: ED339641
TI: We the People: Teacher's Guide, Level I. Upper Elementary.
CS: Center for Civic Education, Calabasas, CA.
PY: 1990
AB: This teaching guide accompanies a curriculum, intended to be used in the upper elementary grades, that introduces students to the study of constitutional government in the United States. It is designed to help students understand the most important ideas of the constitutional system and how they were developed, and to provide them with a knowledge of how the Constitution came into existence, why it took the form it did, and how it has functioned for how it has functioned the past 200 years.
AV: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302 ($5.00).
NT: 112 p.; or ED339641 and for corresponding student text, see SO 021 442; for equivalent middle school and secondary curricula, see SO 021 444-447.

AU: Edwardson,-Richard
TI: A Case Study in Simulation Design: Border Incident.

JN: *History-and-Social-Science-Teacher*; v17 n4 p233-35 Sum 1982
AB: Presents a case study in simulation design based on a dispute resulting from a border incident between two imaginary nations. The steps involved with the basic design of social simulations for upper-elementary and secondary social studies classes are described.

AU: Gallagher,-Arlene-F.
TI: Equality and Property: Yours, Mine and Ours.
JN: *Update-on-Law-Related-Education; v11 n2 p14-19 Spr* 1987
AB: Describes the difficulties involved in developing a sense of responsibility for commonly owned property and offers four elementary and one middle school activity to help achieve this goal. Included are a list of children's trade books and classroom simulations dealing with the concept of public property.

AU: Carroll,-Catherine-E.
TI: Computer Simulations.
JN: *Social-Studies-Review*; v25 n3 p57-59 Spr 1986
AB: Reviews the benefits of computer simulation in social studies. Provides a lesson plan for using Lincoln's Decision, a simulation by Educational Activities.

TI: Resources.
JN: *Intercom*; n107 p38-40 Jul 1985
AB: Resources on games and simulations are provided. These include organizations, sources, teacher materials, and descriptions of a sampling of games and simulations.

This article is written by William Coleman Redd II a graduate student in Secondary Social Studies at Old Dominion University.

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Biography - Centered Learning For The Social Studies

By Marie Bittner

Barbara Tuchman (1981) described the use of biography in teaching as a "prism of history" that showed how social, economic, political, religious, cultural, and technological forces affected individual lives. Indeed readers did experience the multifaceted and colorful lights of knowledge and understanding from her book, *The Guns of August*. I can say the same about William Manchester's *Arms of Krupp*. I learned more about the antecedent causes of WWI and the changing face and social structure of Europe than I ever learned from a history text. I call the first novel a biography of an event or a period of history, and the second a biography of a munitions/armaments company that helped change the design of the society of that era. Most importantly, I understood concepts, facts, and interrelationships because in both books, Tuchman and Manchester elaborated upon what they wrote, explained the cause and effect of a situation, and transposed questions in places where I required both questions and answers. In summary, they assisted my coherence of the story by integrating important ideas and concepts across sections and chapters. The two biographies focused upon the political, social, cultural, religious, and scientific/technological events of the period.

Biographies need not be only about famous personalities, events, or dates; they can be about people, places, institutions, politics, and objects in the students' community. A biography is a narrative about a reality and that reality can take many forms. We need not restrict ourselves to the literal meaning of biography (bio - life and graphy - study of). A biography can be the story of the life of a business or industry, a town, a tribe, a movement, or a society. Curriculum development begins in ones own backyard; biographies are a natural passage to interdisciplinary studies since every region has historical, cultural, religious, economic, political, literary, and scientific resources that provide a beginning for exploration across the disciplines. Teachers should not forget that the students and their families can provide a rich source of biographical information. Students and teachers would be surprised what they could find out about classmates and their families if they only began a project at that level.

Zarnowski (1989) stresses the need to move away from exclusive reliance on text as a source of biographical information for students; biographies focus on people, thereby capturing children's interest. Children enjoy stories and use them to make sense out of questions about human experiences, triumphs, and tragedies (Common, 1987).

Students and teachers can develop fictional biographies. The circumstances, events, and time period are provided—the writer need only develop the character and place him/her in that environment. Students read a biography of Theodore Roosevelt and learn about the Progressive Movement, the development of corporations and monopolies, immigration to the U.S., imperialism, and governmental reform. A biography about John Dewey would describe the Progressive Education Movement that derived its name from the historical period of that era, the Progressive Period. A fictional character could be developed in the arena of the Spanish American War.

Social Studies texts have promoted "knowledge telling" by students. This means that since texts are frequently written in a style that is telegraphic and often devoid of explanations for cause and effect scenarios, solutions to problems, temporal sequence, and comparison and contrasts, students tend to do the same in their explanations and written responses (Bereiter and Scardamalis, 1987). Instead, biographies give the students the opportunity to "transform knowledge" by searching for meaning and interpreting social studies for themselves. Richgels and Tomlinson (1993) compared fifth grade history texts and trade books and found that the trade books were more coherent, better structured, and provided deeper levels of explanation for the students. What we can learn from this research is that since the trade books focused on telling about the personal experiences of children during the Westward Movement, the children's levels of understanding, motivation, and interest were superior to those levels of understanding, motivation, and interest associated with the history text.

The Biography (Life Story) of Two Rivers

Since a biography can be the story of the life of person, business/industry, town, transportation system, or a group of people, it may be helpful to see how students could begin a biography project in their own community that could lead to the development of an interdisciplinary curriculum. The Great Flood of 1993 reminds us how a river can influence everything around it; we can refer to the movie *A River Runs Through It* to emphasize the interplay of a river on the lives of people who live nearby. A river or any type of waterway has a life and it could be a subcategory of the theme of communities.

The Illinois River Project and the Truckee River Project are worth studying since interdisciplinary curriculums have emanated from both. The Illinois River Project began in 1990 and has since expanded to 180 schools in Illinois, Iowa, Wisconsin, and Minnesota; specific project teams of high school students solve problems on "their" section of a river in their community related to social, cultural, and scientific issues (Williams, Bidlock, and Winnett, 1993). Five disciplines are represented in this project and each of the teams use a computer link system to transmit data to the state edu-

cational television network and submit their reports for publication in *Meanderings*, a student - authored book.

The Chemistry Team can conduct water quality tests at various locations at different rivers in the states. Students have made a difference in some locales. Students found that fish were killed from an excess drainage of fertilizer from a golf course; the problem was taken care of and a geometry class at the local high school measured the greens at the county club to help the maintenance crew add the correct amounts of fertilizer. Another team found that construction debris had blocked water flow of a stream and consequently caused municipal waste to build up. The students called the Environmental Protection Agency, the Army Corp of Engineers, and the County Soil and Water Conservation Department; the responsible owner had to clean up the debris and pay a fine.

The Biology Team monitors living organisms in a river, stream, or lake and then compares this data to the chemical index. A change in water environment and quality influences the quantity and variety of organisms.

The *Earth Science Team* analyzes and evaluates the physical features of a river system such as soil, slope, and flow. By looking at the historical development of an area, teams can gain additional knowledge about a water system. Students can study the effects of agriculture, development, and transportation on the water system.

The *Geography Team* uses the themes of location, place, movement, region, and human-environmental interaction. Students have the opportunity to interview people, businesses, and organizations that rely on the river system.

The *Language Arts Team* interviews for *Meanderings* and researches newspaper and company archives, courthouse records, and organizational records. Teachers and students use technical writing skills to translate scientific data to a more readable form for their readership. Students write about their efforts and social actions; therefore, letter writing, poetry, and creative writing are parts of the overall research activities.

The *Truckee River Project* uses a different learning format. College instructors, kindergarten, and elementary teachers collaborated on the K-6 grade project called Communities (Tchudi and Lafer, 1993). The Truckee River flows from Lake Tahoe in the Sierra Mountains of Nevada. Prior to the project (1992), public interest was heightened by six continual years of drought in the Sierra range. This meant that farmers and ranchers were worried about their animals and crops.

For the theme of *Communities*, the younger students studied their neighborhood, their school, and surrounding foothills. The 3rd and 4th graders studied geography, city, and county issues; the 5th and 6th graders worked with ecology, economy, and jobs of the future in this region.

Simultaneously, the Nevada Humanities Committee sponsored a chautauqua, a 19th Century culture exposition and tent show based on the theme "Water in the West". Various historical figures were portrayed: John Muir, founder of the Sierra Club, Sarah Winnemucca, a Paiute Indian who lectured during the pioneer days on the needs of her people, John Powell, explorer of the Colorado River, and William Mulholland, the engineer who supplied Los Angeles with water from the Sierras. The students were exposed to social, cultural, and political public issues of interest in this area. By studying the life of the Truckee River, the students were able to learn more about the Westward Expansion movements, urban and suburban development, technology involved with living in the desert, and knowledge of the rain cycle.

In both of the river biography projects, students were involved in an interdisciplinary curriculum. By studying one aspect or concept of an issue, students constantly "unearthed" other areas worthwhile of study. In this manner, the "biography" gave rise to other discipline issues and encouraged students to search, organize, discuss, and write about issues.

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Multicultural Literature Update: Native Americans and East Asian Americans

By Katherine T. Bucher

Since 1991 when the first article in this series on multicultural literature was written, there have been many multicultural titles published. This article highlights some of the excellent books that have been written in the past three years about Native Americans and East Asian Americans. Readers are referred to the first article in this series on multi-cultural literature (*Virginia Resolves*, Spring 1991) for the complete selection criteria.

Key to grade level: P = Primary grades K-2; UE = Upper Elementary grades 3-5; MS = Middle School grades 6-8; HS = High School grades 9-12.

Key to abbreviations of reviewing periodicals: ALAN = ALAN Review; BBYA = Best Books for Young Adults; Bklnk - Booklinks; Bklst = Booklist; BkRpt = Book Report; Emergency = Emergency Librarian; LT = Library Talk; RT = Reading Teacher; SLJ = School Library Journal; WLB = Wilson Library Bulletin.

NATIVE AMERICANS

Traditional/Folk Literature

Touching the Fire. Collected by Roger Welsch. Villard/Random, 1992. ISBN 0-679-40887-8. Level: MS, HS. Seven stories are based on Plains Indian folklore of the Sacred Bundle of religious artifacts handed down through the Newhawka people. (BkRpt, May/June, 1993)

Historical Fiction

Spinka, Penina Keen. *Mother's Blessing.* Atheneum, 1992. ISBN 0-689-31758-1. Level: MS, HS. Several Native American myths combine in this story of the young Chumash girl who grew up to lead her people almost 1,000 years ago in California. (ALAN, Winter, 1993)

Contemporary Fiction

Hobbs, Will. *Downriver.* Atheneum, 1991. Level: MS. Seven teenagers leave their instructor and raft 240 miles of white water by themselves. (SLJ, May, 1991; BBYA)

Nonfiction

Bixler, Margaret. *Winds of Freedom.* Two Bytes, 1992. ISBN 1-881907-00-7. Level: MS, HS. Men who were Navajo "code talkers" in World War II discuss their culture and their experience before, during and after the war. (BkRpt, May/June, 1993)

Ferris, Jeri. *Native American Doctor.* Carolrhoda, 1991. ISBN 0-87614-443-1. Level: UE, MS. Raised on an Omaha reservation in the late 1800s, Susan LaFlesche Picotte was the first Native American woman to earn a medical degree. (LT, May/June 1992)

Freedman, Russell. *An Indian winter.* Holiday, 1992. ISBN 0-8234-0930-9. Level UE, MS, HS. Traveling to what is now North Dakota in 1833-34, German prince Maximilian and Karl Bodmer, a Swiss artist, lived among the Mandan and Hidatsa tribes. Freedman uses Bodmer's drawings and expands Maximilian's diary to tell the story of the two cultures. (BBYA; A Best Book of 1992 from SLJ; SLJ, June, 1992)

Hoyt, Goldsmith, Diane. *Pueblo Storyteller.* Holiday, 1991. ISBN 0-8234-0864-7. Level: UE. This photo essay shows a young Cochiti girl learning tribal traditions. (RT, Nov., 1992; SLJ, May, 1991)

Hoyt-Goldsmith, Diane. *Arctic Hunter.* Holiday, 1992. ISBN 0-8234-0972-4. level: UE, MS. The life of an Inupiat Indian boy is shown in full color photographs. (Hornbook, Jan., 1993)

Indian of the Southeast. Film or video. Video Dialog, 1991. Level: UE, MS. Customs of the early southeastern Indians, esp. the Cherokee, are featured in this 20 minute color production. (SLJ, Feb., 1992)

Junior Library of American Indians Series. Chelsea House. Level: MS, HS. The origins, history and culture of various tribes are covered in this series. Two 1992 noteworthy titles are: **Claro, Nicole.** *The Cherokee Indians,* ISBN 0-7910-1652-8. **Wood, Leigh Hope.** *The Navajo Indians,* ISBN 0-7910-1651-X

Another good series by this publisher is the Indians of North America Series.

Kendall, Russ. *Eskimo Boy.* Scholastic, 1992. ISBN 0-590-43695-3. Level: UE. A photo essay depicts the life of a young Inupiaq Eskimo boy. (LT, Sept./Oct., 1992)

Keegan, Marcia. *Pueblo Boy: Growing Up in Two Worlds.* Cobblehill, 1991. ISBN 0-525-65060-1. Level: UE. In this photo essay, a boy lives in a mixture of popular American culture and Pueblo Indian traditions. (RT, Nov., 1992; SLJ, Jan., 1992)

Simon, Charnan. *Wilma P. Mankiller: Chief of the Cherokee* Children's Pr, 1991. ISBN 0-516-04181-9. Level: UE. This book presents the story of a leading Native American woman. (*SLJ*, Feb., 1992)

EAST ASIAN AMERICANS

General

The Big Aiiieeeee! Ed. by Jeffrey Paul Chan. NAL, 1991. ISBN 0-452-01076-4. Level: HS. This anthology of Chinese American and Japanese American literature contains memoirs, fiction, drama and poetry from 1850 to the present. (Bklst, Dec. 1, 1992, SLJ, Feb., 1992)

Traditional/Folk Literature

Folk Stories of the Hmong. Collected by Norma J. Livo and Dia Cha. Libraries Unlimited, 1991. ISBN 0-87287-854-6. Level: UE, MS. The oral tradition was the only means of passing on culture and history for the Hmong of Burma, Laos, Thailand and Vietnam until the 1950's when a written language was developed. This collection is an attempt to preserve the stories of that tradition. (BkRpt, May/June, 1992)

Judge Rabbit and the Tree Spirit; a Folktale from Cambodia. Children's Press, 1991. ISBN 0-89239-071-9. Level: P. Judge Rabbit is a frequent character in Cambodian tales. This adventure is written in a bilingual format with both English and Khmer. (LT, Jan./Feb., 1992)

Historical Fiction

Chin, Fran. *Donald Duk.* Coffee House, 1991. ISBN 0-918273-83-8. Level: HS. "Donald Duk hates his name, and he'd much rather be Fred Astair than an almost 12-year-old boy growing up in San Francisco's Chinatown." (Bklst, Dec. 1, 1992)

Choi, Sook Nyul. *Year of Impossible Goodbyes.* Houghton, 1991. ISBN 0-395-57419-6. Level: UE, MS, HS. Living in what would become North Korea, Sookan and her family survive first the occupation of the Japanese in World War II and then the Russians. (BBYA; Bklst, Dec. 1, 1992; SLJ, January, 1992)

Lee, Gus. *China Boy.* NAL/Dutton, 1991. ISBN 0-525-24994-X Level: HS. Although he is from an aristocratic Chinese family, Kai Ting becomes street smart to survive in America. (Bklst, Dec. 1, 1992)

Savin, Marcia. *The Moon Bridge.* Scholastic, 1993. ISBN 0-590-45873-6. Level: UE, MS. During World War II, Ruthie sees the racism that her friend Mitsuko Fujimoto faces from their San Francisco neighbors. Then Mitsuko vanishes. (Bklst, Dec. 1, 1992; LT, May/June 1993)

Yep, Laurence. *The Star Fisher.* Morrow, 1991. ISBN 0-688-09365-5. Level MS. A young girl learns to cope with being part of the only Chinese-American family in a West Virginia town in the 1920s. (Bklst, Dec. 1, 1992; RT, Nov., 1992)

Contemporary Fiction

Baillie, Allan. *Little Brother.* Viking, 1992. ISBN 0-670-84381-4. Level: MS. Eleven year-old Vithy is chased through the Cambodian jungle by the Khmer Rouge. He is able to reach a refugee hospital where he finds the promise of a better life. (SLJ, March, 1992)

Garland, Sherry. *The Lotus Seed.* Harcourt, 1993. ISBN 0-87614-197-1. Level P, UE. To remember her country, a young Vietnamese girl brings a lotus seed to American. (Bklnk, July 1993)

Garland, Sherry. *Song of the Buffalo Boy.* Harcourt, 1992. ISBN 0-15-277107-7. Level: MS, HS. In Vietnam, a teenage Amerasian girl must flee her village to avoid a forced marriage. Reaching Ho Chi Minh City, she tries to find out about her mother and her American father. (ALAN, Winter, 1993; BBYA; Bklst, Dec. 1, 1992; SLJ, June, 1992)

Lee, Marie G. *Finding My Voice.* Houghton Mifflin, 1992. ISBN 0-395-62134-8. Level: MS, HS. Ellen Sung feels pressures from all sides. From her Korean parents, there is the pressure to get into Harvard. From her classmates and some teachers, there is the pressure caused by simmering racism. (BBYA; Bklst, Dec. 1, 1992)

Whelan, Gloria. *Goodbye, Vietnam.* Knopt, 1992. ISBN 0-679-92263-6. Level: UE, MS. Thirteen-year-old Mai and her family flee their Mekong Delta home and become boat people. (Hornbook, Jan., 1993)

Nonfiction

Auerback, Susan. *Vietnamese American.* Rourke, 1991. ISBN 0-86593-136-4. Level: UE, MS. This title in the American Voices Series looks at the life and struggles of one of America's newest immigrants. (SLJ, February, 1992)

Graff, Nancy Price. *Where the River Runs.* Little, Brown, 1993. ISBN 0-316-32287-3. Level: UE, MS. "A photo-essay about a Cambodian immigrant family of the 1990s that tries to hold to its ethnic heritage while learning to be American." (Bklnk, July, 1993)

Hoyt-Goldsmith, Diane. *Hoang Anh: A Vietnamese-American Boy.* Holiday House, 1992. ISBN 0-8234-9048-1. Level: UE. This photo essay shows the life of Hoang Anh who was born in a refuge camp and now lives in California with his Vietnamese family. (LT, Sept./Oct., 1992)

Knaefler, Toni Kaizawa. *Our House Divided: Seven Japanese American Families in World War II.* University of Hawaii, 1991. ISBN 0-8248-1045-7. Level: HS. Members of seven families were in Japan, Hawaii, and the continental United States when World War II began. This is their story. (SLJ, March, 1992)

Morey, Janet Nomura. *Famous Asian American.* Dutton, 1992. ISBN 0-525-65080-6. Level: UE, MS. The contributions of contemporary Asian Americans are shown in these 14 brief biographies. (SLJ, Feb., 1992)

Well, Ruth. *A to Zen.* Picture Book Studio, 1992. ISBN 0-88708-175-4. Level: UE, MS. Rich paintings illustrate this Japanese ABC. (LT, May/June, 1993)

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Judicial Nominations

By Linda Karen Miller

INTRODUCTION

The recent movie "The Fugitive" brings to light the role of the U.S. marshals; however, few people know what they actually do. Many people are aware of the judicial nomination process with Justice Ginsberg. The 94 U.S. marshals follow the same process. President Clinton is currently replacing these U.S. marshals. Here is a lesson plan to help students understand what the Marshals do.

I. LESSON DESCRIPTION

Students will examine the Senate's power to advise and consent in the nomination process of judicial appointees such as the U.S. marshals.

II. OBJECTIVES

1. Students will review the nomination process of U.S. marshals.
2. Students will write letters of recommendations for a U.S. marshal.

III. KEY CONCEPTS AND VOCABULARY

advice and consent senatorial courtesy nomination

IV. STEPS

1. Distribute Handout #1. Read over the background information.
2. Explain to the students that they will be examining the judicial nomination process using the U.S. marshals as an example. The process is the same for U.S. attorneys and other Presidentially appointed nominees.
3. Have the students count off from one to eight. Have all students who share the same number assemble in a common area. Distribute Documents 1-8 from Handout #2 to the respective groups. Have each group select a recorder, researchers and a presenter. Then have each group answer the following questions for their document from Worksheet 1:

WORKSHEET 1

1. Who is the author of the document?
2. What is the purpose of the document?
3. What step in the nomination process does the document represent? (Senatorial or other recommendation, Presidential selection, confirmation, etc.)
4. What qualifications for U.S. marshal or point of view about the job does the document reflect? Have a spokesperson for each group present their document to the whole class.

V. GENERAL DISCUSSION

1. Compare the office of marshal as described by President Washington and other marshals.
2. Would you want to be a U.S. Marshal? Explain your reasoning.

VI. ADDITIONAL ACTIVITIES

1. The first marshals were prominent members of their communities. Many of them had served in the American revolution. Many of them did not have law enforcement experience but they had proven leadership in an administrative field. This was important because the marshals were responsible for administering the courts. Have the class brainstorm what qualifications they think are important to be a U.S. marshal today. Then as senator, write a letter to the President recommending a candidate for U.S. marshal.
2. Call the U.S. marshal's office at your federal district court house and have them come out for a presentation.
3. Read The Lawmen: U.S. Marshals and Their Deputies 1789-1989 by Frederick S. Calhoun, Smithsonian Press, 1989.

HANDOUT #1

Background Information

President Washington appointed the first thirteen marshals, one for each judicial district. Many of the First Marshals were personally known to President Washington. As the years progressed it was not possible for the President to know each candidate. Thus the job of recommending U.S.marshals and U.S. attorneys to the President has been job of the Senators as a matter of "senatorial courtesy."

The process for the selection of U.S. marshals and U.S. attorneys today follows these procedures. Since President Clinton is a Democrat, then most senior democratic senators in each state will be recommending the candidates as a matter of senatorial courtesy. If the state has two Republican Senators, then the senior democratic congressional member will be recommending the candidates. Democratic governors may also send in recommendations. Under the Clinton administration all recommendations are sent to the White House.

Attorney General Janet Reno asked for the resignation of all U.S. attorneys on April 1, 1993. In the past the former U.S. attorneys and U.S. marshals have stayed in office until their replacements were confirmed.

The FBI will be doing the background checks on the candidates. These checks may take up to three months. Then the candidates are interviewed. The Reagan administration had the justice department do the interviewing while the Bush administration had the White House do the interviewing. It is unclear at this time which option the Clinton admin-

istration will take.

Once the candidates are agreed upon by the White House the candidates go before the Senate judiciary committee. The confirmation hearing can take 2-3 weeks. If the committee recommends approval through its "advice and consent" power then the nomination is sent before the full floor of the Senate for a vote. This is merely a voice vote. Fifteen to twenty such votes may happen in one day.

After the new marshal is confirmed by the senate then he goes back to his district where he is sworn in. The U.S. marshal serves a four year term or "at the pleasure of the President" who appointed him. In the case of misconduct the U.S. marshal can be removed by the President. According to the standing in Myers v. United States (1926) the Supreme Court ruled 6-3 that the President does have the authority to remove anyone he had appointed. If President Clinton is elected again he has the option of reappointing these marshals for another four year term or replacing them.

ARTICLE II SECTION II OF THE CONSTITUTION

The President shall have the Power by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law:

JUDICIARY ACT OF 1789

The Constitution provides for only one court, the Supreme Court. It was left to Congress to create inferior courts and to determine their jurisdiction. By the Judiciary Act of 1789, Congress created the district courts and a series of circuit courts between the district courts and the Supreme Court and divided the country into thirteen districts, in each of which there should be a district court presided over by a district judge. Sections 27-28 of the Judiciary Act also provided for a U.S. marshal to be assigned to each district court.

SEC. 27 And be it further enacted, That a marshal shall be appointed in and for each district for term of four years, but shall be removed from office at pleasure, whose duty it shall be to attend the district and circuit courts when sitting therein, and also the Supreme Court in the district in which that court shall sit. (b) And to execute throughout the district all lawful precepts direct to him, and issued under the authority of the United States and he shall have the power to command all necessary assistance in the execution of his duty, and to appoint as there shall be occasion, one or more deputies. (c) who shall be removable from office by the judge of the district court, or the circuit court sitting within the district, at the pleasure of either, and before he enters on the duties of his office, he shall become bound for the faithful performance of the same, by himself, and by his deputies before the judge of the district court to the United States, jointly and severally, with two good and sufficient sureties, inhabitants and freeholders of such district, to be approved by the district judge...

SEC 28. And be it further enacted, That in all causes wherein the marshal or his deputy shall be a party, the writs and precepts therein shall be directed to such disinterested person as the court, or any justice or judge thereof may appoint, and the person so appointed, is hereby authorized to execute and return the same...

HANDOUT #2

DOCUMENT 1
From Philip Burr Bradley to President Washington
Hartford (Conn) May 16, 1789

Sir

The day is not far distant when a (word mutilated) Connecticut will be appointed by your Excellency; I hope therefore that my present application will at least escape the censure of being premature.

Having conversed with the Senators and Representatives of this State on the subject of procuring that office' and being assured of their support, I venture to request that your Excellency would be pleased to nominate me for it.

I formerly had the honor of serving under your Excellency as Colonel of a Regiment in the late Federal army, my person and abilities were then well known to you and should further information be deemed necessary the Senators and Representatives in Congress from this State will I trust cheerfully give the most ample Testimonials in my favor—I have the Honor to be with the highest Esteem and most sincere affection Your Excellency's most Obedient and very Humble Servant.

Phillip B. Bradley

From Dorothy Twohig, The Papers of George Washington September 1788-March 1789, Charlottesville: University of Virginia Press.

(Phillip Burr Bradley who did become the First Marshal from Connecticut was the only one of the First Marshals to ask President Washington for the job.)

DOCUMENT 2
To the Senate
United States March 4, 1791

Gentlemen of the Senate: The act for the admission of the State of Vermont into this Union having fixed on this as the day of its admission, it was thought that this would also be the first day on which any officer of the Union might legally perform any act of authority relating to that State. I therefore required your attendance to receive nominations of the several officers necessary to put the Federal Government

into motion in that State.

For this purpose I nominate Nathaniel Chipman to be judge of the district of Vermont; Stephen Jacobs to be attorney for the United States in the district of Vermont, and Stephen Keyes to be collector of the port of Allburgh, in the State of Vermont.

From John Fitpatrick, ed., *The Writings of George Washington*. Vol. 3 Washington, D.C.: U.S. Government Printing Office, 1940, 228.

DOCUMENT 3
To Benjamin Lincoln from George Washington
Philadelphia August 14, 1791

My dear Sir:

As it never has been my intention to bestow double offices on the same person, and my design that those marshalls who have received appointments under the late Revenue Act should hold the former (i.e. the marshals office) until the first of the present month (the time by which the Census was to be returned, or until this business should be accomplished) and no longer, it behooves me to look for a successor to Mr. Jackson in the office of Marshall, for the District of Massats. How beneficial this office may be, I know not. At present, the mere emolument of it can not be, I should suppose, an object; but as a step, it may be desired by such as have nothing better in prospect. The purpose of this letter, my good Sir, is to request the favor of you to discover, first whether General Cobb would accept of the appointment; and 2dly, in case he is disinclined to it, if General Brooks would act in it. I do not incline to issue the Commission to either of them, or to any other on an uncertainty; issue the Commission to either of them or to any other on an uncertainty; because the refusal of Commissions make a bad impression on the public mind. Having observed this, and it occurring to you that the first of August is passed, the expediency of an early answer will readily appear; and I shall be thankful for receiving it accordingly, I am etc.

From John Fitpatrick. ed., *The Writings of George Washington*, Vol. 3 Washington, D.C. U.S. Government Printing Office, 1940

DOCUMENT 4
From Edward Carrington
RICHMOND SEPTEMBER 9, 1789

My Dear Sir,

A circumstance has been suggested to me upon which I have some hesitation, and will be determined by the idea you may entertain of it. The Office of District Marshall of Virginia is thought to be important from its extent, and not altogether unhonorary from the powers and Trusts it involves; it is also thought it will be productive of compensation not contemptible. Viewing the subject thus come of my Friends have expressed a desire that I should signify my readiness to accept the appointment from a perfect confidence in your judgement and friendship, I am led to request permission to submit the matter to your decision upon every personal and public consideration. Any disposition in me to accept, will depend altogether on your opinion. Should you deem the appointment eligible and not derogatory in its Nature upon a view of all circumstances, I shall be willing to accept it. General Knox has written me on this subject—in my answer I have left my choice dependent on the circumstances here mentioned to you, and have requested him to confer with you. I have not written, not shall I write to any other person about it. Should you perceive no exception to the appointment such further attention as you may find it not improper to give will be thankfully accepted. This communication is made with a reservation as to any other arrangement that may possibly be in contemplation. I am my dr sir with great truly yr sincere Frd. & servt.

Ed Carrington

DOCUMENT 5
George Washington, President of the United States of America

To all who shall see these Presents—Greeting,

Whereas the Office of Marshal of and for Connecticut District is at present vacant, Know ye, That reposing special Trust and Confidence in the Integrity, ability and Diligence of Philip Bradley of Connecticut, I do appoint him Marshal of and for Connecticut District and do authorize and empower him to: execute and fulfill the Duties of that Office according to Law; and to have and to hold the said office with all the Powers, Privileges and Emoluments to the same of Right appertaining unto him the said Philip Bradley during the pleasure of the President of the United States for the time being, and until the end of the next session of the United States and no longer.

In testimony whereof I have cause these letters to be made patent and the seal of the United States to be hereunto affixed. Given under my hand at the City of Philadelphia this twenty sixth day of September in the year of our Lord one thousand seven hundred and ninety three, and of the independence of the United States of America the Eighteenth.

G. Washington
by the President
Th. Jefferson

DOCUMENT 6
Office of the Attorney General
Washington, D. C.

November 17, 1938
The President
The White House

My dear Mr. President:

I enclose herewith the formal papers for recess appointment of Fred A. Canfil, of Missouri, to be United States Marshal for the Western District of Missouri.

You are familiar with the situation in Missouri, and my recollection is that you expressed a preference for this nomination. There are no objections to it on the ground of capacity or qualification. There is involved only the matter of policy.

The present Marshal for the Western District of Missouri is Henry L. Dillingham. He was originally appointed on the recommendation of Senator Clark, I believe. He is a brother-in-law of Judge Kimbrough Stone and related to former Governor Guy Park. There has been considerable pressure to retain him in office and some of the newspapers have been particularly active. The Kansas City Star is quite likely to attack the appointment of anyone except Dillingham. On the other hand, it should be remembered that when the United States Attorney Milligan was reappointed it was much against the wishes of Senator Truman. Senator Truman is strongly devoted to Mr. Canfil, who was a Top Sergeant in the company of which Senator Truman was an officer. It may be alleged in the newspapers that Canfil is a Pendergast appointment. This, I understand is without warrant. The matter is a personal one with Senator Truman.

Senator Clark, having originally endorsed Mr. Dillingham, is in favor of his reappointment.

Sincerely yours,

Homer Cummings

DOCUMENT 7
From the FDR Library

THE WHITE HOUSE
WASHINGTON
JULY 25, 1939
MEMORANDUM FOR THE PRESIDENT

Governor Stark wants Dillingham. He has helped out in all the Pendergast prosecutions and if his appointment did not go through it would appear that we were not supporting him. Clark and Truman will not raise any objections.

Frank Murphy

DOCUMENT 8
Senate of the United States
in Executive Session

December 9, 1981

Resolved, That the Senate advise and consent to the following nomination:

Kenneth L. Pekarek, of Kansas to be United States Marshal for the District of Kansas for the term of four years.

Atest: William F. Howard, Secretary

**From Marshal Pekarek's personal files.

Dr. Linda K. Miller teaches American History and Government for Fairfax Public Schools, Fairfax Virginia.

A More Open China

By L.K. Miller

This summer I participated in the first study tour to the People's Republic of China sponsored by the National Council for the Social Studies. The seminar focused on the Chinese approach to education and was hosted by Beijing University. It included lectures, visits to historical spots and a tour of southern China. There are many signs in Bejing which say "A More Open China Awaits the 2000 Olympics." The Chinese are anxiously awaiting the decision of the Olympic committee.

Our opening lecture by Dr. Min Wei Fang concerned an introduction to Chinese education. He discussed the current emphasis on education. This was not true during the cultural revolution when intellectuals were sent to work in mines or on farms. Now the basis objectives of Chinese education are to develop a socialist market economy, modernize and open up to the outside world. Young people are encouraged to enter the honorable profession of teaching. Teacher training is free but students must commit to teach for five years after graduation. Teachers are the tenth lowest paid profession receiving $17-26 per month.

According to Dr. Xia Zhi-gang the goals for Chinese education are to elevate situations for all citizens to be educated, to educate for special technologies and to reform the education system. Dr. Yin Xue Wei discussed the Chinese examination system. The three day exam can be traced back to 1062 B.C. The content of the exam is top secret. One can be sentenced to seven years in prison for telling the contents of the exam.

Our last lecture at Bejing University was on Chinese social development. Topics included one child family planning, development of townships, and increasing divorce rate.

In Bejing we also visited the High School of Beida. The administrator was very pleased to tell us that 1/3 of the gold medals from the last Olympics were earned from students attending this school. Unfortunately, the students were on their summer break. We were able to talk with math teachers.

In Shanghai we visited a Children's Palace where students work on extra curricular activities after school. These include dance, music and art. We visited several historical spots in Beijing. These included The Forbidden City, the Summer Palace (residence of Empress Dowager Cixi), the Great Wall, Peking Opera and Acrobatics, Great Bell Temple, Temple of Heaven and Tianamen Square. We also visited Evergreen commune, a kindergarten, nursing home and farmer's home.

During a tour of southern China we visited Xian and saw the life size 2000 year old Terracotta Warriors; the forest of the Steles first established in 1060; and the Banpo Museum, a 6000 year old archeological site. In Hangzhou we went on a boat ride on West Lake and visited the Lingyin Temple. In Shanghai we walked through the Yuyuau Garden; visited the Jade Buddha Temple; and a jade and silk rug factory.

There will be a discussion group led by some participants at NCSS in Nashville. The seminar will be offered again next summer. Watch the Social Studies Professional for details.

This announcement was provided by Dr. Linda K. Miller, a teacher and program participant from Fairfax Public Schools in Virginia.

Address to Virginia Social Studies Educators

By Terry Knecht Dozier

October 29, 1993

It's a pleasure to be here this evening among colleagues. Eight months ago, I would never have dreamed that I would be addressing a group of educators as a Washington "insider." Eight months ago I was teaching world history in Columbia, South Carolina. But when President Clinton's choice for the Secretary of Education, Richard W. Riley, the former governor of my state, asked me to join his staff, I couldn't say no.

Secretary Riley brought me to Washington because he felt it was critical to have a classroom teacher's perspective at the federal level to serve as a "reality check" on our policies, programs, and legislation. It only makes sense to have a teacher in on policy discussions. But it's a first.

Both President Clinton and Secretary Riley believe that teachers are part of the solution to revitalize education across America, not part of the problem. Classroom teachers are probably the most underutilized resource for change and improvement in American education. Secretary Riley plans to change that. He wants to make you full partners in our reform effort.

The enormous impact of societal change on America's public school system will require all of us who care about education to work together in light of the serious challenges we face each day in America's classrooms. Challenges that have no simple solution — that reflect fundamental weaknesses within our society. Educators have to cope daily with the effects of changes in the family structure, violence, drug and alcohol abuse, increasing poverty among young families, and society's general neglect of children. With less and less dollars, we have been asked "to take up" where others have "left off" — to solve many of our societal problems by providing moral training, being surrogate parents, and educating children about drugs, AIDS, and the like. At the same time we have often been blamed when these societal problems prevented us from being successful in our primary mission of schooling.

So I want to begin my remarks by thanking you for your continuing commitment to the young people of this nation. President Clinton speaks often and urgently about the need for national service for the young people of this country. But the President also knows that educators of America are performing their own form of national service. So I thank you, on behalf of your President, a President who cares deeply about education; who is committed to creating a new "ethic of learning" in America for all Americans.

The President does not just talk about a "new ethic of learning," he has a plan for it. It's called the Goals 2000: Educate America Act. Goals 2000 is not "another federal program." It's a plan — a plan that provides a framework for excellence. The Goals 2000: Educate America Act will set into law the six National Education Goals established in 1990 by the President and the nation's governors and will develop for the first time challenging national performance standards that define what all students should know and be able to do in both academic and occupational areas.

Tonight I want to talk about why these standards are so important for all students, regardless of their economic or ethnic background and about several barriers to achieving the educational excellence that we all desire — barriers that many of us have overlooked.

It is important to have high standards for several reasons. First, on test after test, American students score embarrassingly below students in many other countries. This tragic situation must change if our nation is going to continue to prosper. We cannot afford to be satisfied with what we are currently doing in education or we will find ourselves unable to compete in a global economy.

Second, national standards give all Americans the same goals. We need to know that people who reach the same grade level at two different schools will have the same skills and the same body of knowledge. Without standards, a teacher is much like a track and field coach who is asked to train an Olympic team but is given no stopwatch or tape measure. Johnny my place first in a race against members of his own team, but we have no way of knowing how he will fare in Olympic competition, nor how we must work with him and the others on the team to improve their performance. Without this knowledge, Johnny will run only fast enough to keep his first place finish among his teammates. And that may or may not be good enough to win a gold medal.

Third, we need high standards because, as you know so well, students live up to expectations. Time after time, we have seen that we get only as much as we expect. And for far too many students in this country, we don't expect enough. The changing demographies of this country make it clear that we can no longer afford to write off any child.

But Americans are writing off children because of an insidious notion that permeates our society and our schools — the notion that it is innate ability rather than hard work, effort, and opportunities that determines academic success. We have fallen into the unconscious trap of categorizing people on the basis of their assumed innate abilities. We often take the attitude that some of us "have it" and some of us "don't." I hear it all the time. My next door neighbor told me just the other day, "Let's face it, not everyone has the ability to do calculus, I certainly couldn't do it." "We can't expect all students to take chemistry or to learn a foreign language." And yet in other countries that's exactly what is expected.

At the Singapore American School, I had the opportunity

to teach both American and Asian students and the contrast between the two was both startling and enlightening. While my Asian students were no smarter nor more talented than my American students, there was a difference. They worked harder. When my American students were having trouble in my class, they immediately took the attitude that the course was too difficult for them. They just didn't have the academic ability to do well and they needed to drop down to a lower level. By contrast, my Asian students never took that attitude. They would simply say, "I must try harder. I must try harder." In Asian society it was understood that everyone is capable of success and achievement.

The emphasis in this country on innate ability is very dangerous. It determines how we view children, and therefore, how we teach them. And it causes our young people to either write themselves off or to overestimate the importance of being smart. We often begin to track students as early as the first grade and identify some as "gifted and talented" (those are the ones who "have it") and some as remedial (those are the ones who don't). We then set up our educational system to ensure that the remedial students don't ever "get it" because they are never challenged and exposed to demanding curricula. And let's not kid ourselves. No matter what we call these groups — the bluebirds or the robins — our students know exactly those that we think "have it" and those that we think don't, and they behave accordingly.

While there have been numerous studies on the debilitating effects of tracking on low achieving students, I contend that it also harms our advanced students. By the time I got them in my honors classes at Irmo High School, these students knew that they were smart; for the most part they had coasted through school, and therefore, they believed that school should be easy. The minute they encountered difficulty, they wanted to either blame the teacher ("I've always made A's so you must be asking too much of me") or they immediately questioned their abilities — "Maybe I'm not smart enough to take honors courses."

As educators, you must help us destroy the insidious notion that ability, rather then hard work, effort, and opportunities, determines success. This notion is destroying the initiative of our students and holds within it the potential to negate all of our reform efforts. It allows students to absolve themselves of responsibility for their work. If they don't do well, it's really not their fault. They simply don't have the ability. They've been misplaced. And heaven forbid if a teacher of a lower level class actually demands hard work of his/her students. They will quickly inform that teacher that this is a level two class, and therefore, they shouldn't be expected to do very much. Even our brightest students often refuse to accept the challenge of demanding courses because we have allowed them to become lazy and to mistakenly believe that learning should come easily to those who are smart.

The truth is. Children are not born smart, they get smart. We must teach students that intelligence is something one can build. Through hard work, effort, and opportunities children can become smart.

While everyone today is talking about restructuring schools. No one has talked about restructuring students — restructuring their attitudes, study habits, and priorities.

We must also restructure the attitudes of many educators and parents. Teachers must expect more of all students and parents must not only support this, they must promote it. I have witnessed far too often parents who allow their children to drop demanding courses because they're worried about the "pressure" involved or concerned that their child maintain a healthy social life. While parents and students seem to have no trouble understanding that it requires years of daily practice and hard work in academics.

While some of our teachers, like many of our citizens, don't believe that all children can learn, others fail children for compassionate, but misguided reasons. In the name of protecting a child's self-concept and bolstering his self-esteem, teachers too often have rewarded only effort rather than achievement. We have inflated grades and established minimal standards so that children can experience success and feel good about themselves. This lowering of standards has not been done maliciously or frivolously, but rather it has been the result of a sincere concern on the part of teachers for the emotional well-being of their students, many of whom come to us from a home environment that lacks stability, love, and encouragement.

But we educators, must realize that it is hard-earned accomplishments that create a sense of well-being rather than the other way around. In a 1991 Lou Harris poll, students and their parents, employers, and higher education officials were asked to evaluate recent graduates on fifteen key attributes such as the ability to read and understand written and verbal instructions, the capacity to do arithmetic and higher mathematics, to write and read well, and to solve complex problems. The dramatic gap (an average of no less than 40 points) between how students and their parents rate the education they received and their accomplishments and the perspective of employers and higher education officials was both startling and poignant. In our effort to make schools more humane, perhaps we have played the cruelest joke of all on our students. We have sent them off into the world confident, self-assured, but pitifully lacking in their achievement and a realistic appraisal of their abilities.

That's why the standards we will establish through the Goals 2000: Educate America Act are so critical. Students, parents, educators, and the community must have a realistic measure of where our young people really stand and where we must go.

Goals 2000 is not a quick fix for America's educational system. Far too many people are willing to reach for "silver bullets" as their recipe for change. You've seen them over the years — from new math to vouchers — some people seek to confuse real change with the latest fad. Mark Twain

got it right when he said that for every complex problem there is a simple solution, and it is always wrong.

Goals 2000 is not a quick fix. It is a long-term plan to provide a framework for excellence. Within this framework, Goals 2000 will support states and local school districts in creating their own comprehensive plans to help all students reach high standards. These plans would pull all the pieces of education reform together — they would align the curriculum, instructional materials, and testing with standards. And the plans would also provide opportunities for teachers to learn and to share ideas and lessons that work. Both the President and the Secretary realize that if we don't spend time and money on professional development, we might as well throw away the term "restructuring."

Nothing changes in an organization unless people change. And in order for people to change, it takes a significant investment in helping them to do so.

Goals 2000: Educate America Act is landmark legislation that will set the framework for other federal efforts to assist you in improving your schools.

•The administration's new Elementary and Secondary Education Act — which most of you know as Chapter 1 — proposes a dramatic overhauling of the federal government's major effort to help poor and disadvantaged children. We want to target the neediest districts and provide flexibility to schools using Chapter 1 funds to promote school-wide improvement.

•Our school-to-work transition bill prepared jointly by the Department of Labor and the Department of Education will support states in their efforts to build an education and training system that integrates successfully into the workforce those students who do not graduate from college.

We're focusing on these and other programs in Washington. But the real change in American education won't happen inside the beltway. It will happen right here on the local level — in the classrooms and homes of Virginia and in every city and town in America.

The challenges are great, but so too are the opportunities. We have an administration in Washington that truly values educators — a Secretary who took a teacher directly from the classroom to the highest level of the Department of Education — and a President who will not turn his back on public education.

As former governors, both President Clinton and Secretary Riley know that we cannot mandate excellence. It will require mobilizing our entire society. In particular, it will require consulting and involving the very people who must carry out our vision of educational excellence — our classroom teachers.

In an effort to do this and to connect directly with teachers, the U.S. Department of Education will sponsor the first annual Goals 2000 Teacher Forum to be held in Washington, D.C. We will gather more than 100 teachers, including many of the current State Teachers of the Year and other outstanding public and private school educators, to hear their thoughts on educational issues and policies. In particular, we want to explore ways in which the federal government can collaborate with teachers to achieve the National Education Goals.

We have asked the forum participants to set up their own state and local forums upon returning home to provide teachers a greater voice in educational issues. I hope that the Virginia Social Studies Educators will become actively involved in this effort. We have also called upon state and local policymakers to support these efforts by recognizing the tremendous expertise of classroom teachers and by giving them an opportunity to be engaged in and fully contribute to the policymaking process.

At the Department we understand that we cannot go on saying that teaching and learning are at the heart of everything without listening to teachers. What teachers have to say is important and worth listening to.

The Secretary is very serious about wanting your feedback — that's why he brought me to Washington. But I need your help to ensure that our legislation, direction, and assistance have the desired positive effect when they are actually implemented at the classroom level. We want you and your colleagues to feel free to call us when you need assistance or when you think we need some help. We want you to continue to be our "reality check" and our conscience so that our efforts at the federal level can better focus on making a difference in teaching and learning.

I want to close this evening by reminding you that despite the daunting challenges we face, we must never lose sight of our final purpose. To illustrate my point, let me tell you this story:

A reporter once walked up to three construction workers. He asked each man what he was doing. One said he was making $75 a day. Another replied he was laying brick. The third said he was building a cathedral. The difference was not in what they were actually doing, but in how they viewed what they were doing. They were all earning the same wage, they were all laying brick, but only one held in mind that he was helping to build a great edifice. Life meant more to him, as did his job, because he saw farther and clearer.

As educators you are not just collecting paychecks and doing daily tasks. You are instead helping us to build a great cathedral — not brick by brick, but child by child. A cathedral which is a more educated and, thus, a more prosperous and caring society.

Thank you for everything you have done in the past and what I know you will continue to do in the future. I am so proud to be a voice for you in Washington. My heart is in the classroom; it always will be. And I will do everything in my power to help you build our cathedral.

Thank you.

Ms. Terry Knecht Dozier is special advisor to U.S. Secretary of Education, Richard W. Riley, and former National Teacher of the Year.

Virginia Council for the Social Studies

An Affiliate of the National Council for the Social Studies

Join VCSS and Receive These Benefits

*** Publications**

Virginia Resolves, the Council's journal, includes articles–about teachers and teaching in Virginia–about workshops and institutes–about lesson plans and classroom activities that work–about programs and policies important to you. The *Sentinel* provides you with up-to-date information about VCSS and social studies happenings from the President of the Virginia Council for the Social Studies.

*** Leadership**

The VCSS represents social studies educators on the Advisory Committee for Social Studies in the 21st Century–on the Virginia Educational Leadership Congress–on Southeast Council Regional Social Studies Conference Coordinating Board.

*** Conferences**

The VCSS hosts an annual meeting of Virginia social studies educators. The conference is held in the fall, rotates its meetings in various regions of Virginia.

*** Awards**

The VCSS honors outstanding teachers across Virginia. These teachers are the Virginia nominees for the NCSS Outstanding Teacher Award.

*** Professionalism**

The North Central Accrediting Association urges teachers to join their professional associations. Membership in the VCSS provides you with the opportunity to be recognized as an educator who cares about the future of social studies in Virginia. Local school divisions may award certification points for professional memberships.

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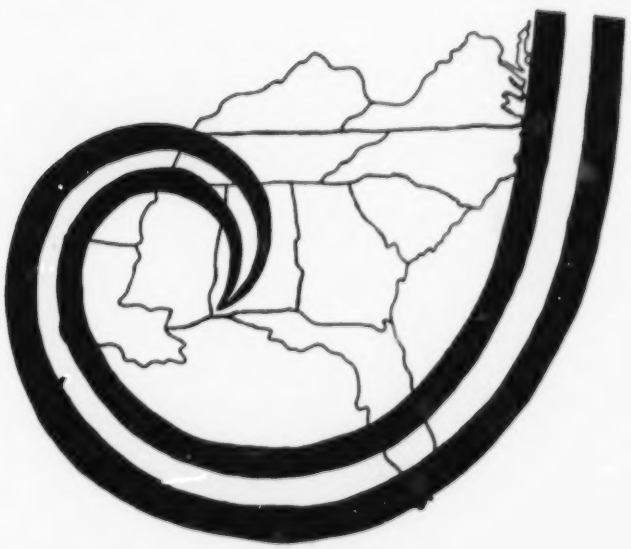

Mobile, Alabama

Founded in 1702, Mobile boasts a long and colorful history--a history including not only a rich Southern heritage, but also *French, Spanish, Creole, and English* ancestries which lend Mobile a true international flavor. This history is evident almost everywhere: in its *stately mansions, majestic live oak trees*, and, most of all, in the lifestyles of its *warm, friendly people*. Blend these diverse cultural influences together with an ideal location on the beautiful *Alabama Gulf Coast* and you have the distinctive city of *Mobile*.

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Battleship *USS Alabama*
Fine Arts Museum of the South (FAMOS)
City Museum of Mobile

News & Notes

FELLOWSHIPS FOR TEACHERS AND PROSPECTIVE TEACHERS TO STUDY THE CONSTITUTION

The James Madison Memorial Fellowship Foundation awards James Madison Fellowships to in-service secondary school teachers of American history, American government, and social studies in grades 7-12 and to graduating or graduated collegians who wish to become secondary school teachers of the same subjects. The $24,000 awards cover tuition, fees, books, room, and board associated with study leading to master's degrees in American history, political science, or education with concentrations in the framing, principles, and history of the U.S. Constitution. Stipends cover five years of part-time study by teachers or two years of full-time study by recent baccalaureates. The deadline for applications for the 1994 competition is March 1, 1994. For full information, contact the James Madison Memorial Fellowship Program, P.O. Box 4030, Iowa City, Iowa 52243-4030.
Phone: 1-800-525-6928
Fax: (319) 337-1204
Internet e-mail: Recogprog@ACT-ACT4-PO.act.org

★ ★ ★

EDUCATORS AGAIN OFFERED JAPAN TRAVEL FELLOWSHIPS

For the fifteenth consecutive year, North American educators are offered opportunity for travel and study in Japan in the summer of 1994 through the Keizai Koho Center Fellowships. The program is conducted in cooperation with the National Council for the Social Studies.

Twenty-two U.S. and Canadian social studies educators will be selected on a competitive basis for the all-expenses-paid sixteen-day Japan tour. Departure from San Francisco is scheduled for June 19.

Eligible to apply are classroom teachers of social studies, history, social sciences and economics at the precollegiate level; supervisors and specialists at district and state levels; school principals; and academicians associated with 4-year colleges of education who are directly concerned with training teachers of K-12 grade levels.

Deadline for applications is March 5, 1994.
A brochure outlining application requirements and selection criteria is available from: The Program Coordinator, Keizai Koho Center Fellowships, 4332 Fern Valley Road, Medford, Oregon 97504. The fax number is (503) 535-2013.

★ ★ ★

SMITHSONIAN PUBLISHES RESOURCE GUIDE FOR TEACHERS

The new edition of the Smithsonian Resource Guide for Teachers lists more than 400 educational items from more than 40 museums and organizations. Among the highlights are Protest and Patriotism, a teaching guide examining American protest movements; Ancient Chinese Bronzes, a set of slides and a teacher's booklet on the bronze vessels of the early Chinese dynasties; and The Magnificent Whales, a videocassette featuring more than 20 species of whales and dolphins.

Recently published by the Smithsonian's Office of Elementary and Secondary Education, the free guide is a user-friendly catalog of Smithsonian educational materials available to educators nationwide. The items listed are from the Smithsonian and several organizations affiliated with the institution including the National Science Resources Center, the National Gallery of Art, the John F. Kennedy Center for the Performing Arts and Reading Is Fundamental.

Most of the educational material is free or inexpensive. Materials are separated into four main categories: The arts, language arts, science and social studies/history. Indexed by titles, subjects an media, the items range from posters to booklets and audio- and video-tapes.

Also included in the guide are catalogs, visitor guides and periodicals for teachers, available from the Smithsonian. The guide provides an order form and all necessary information for ordering the listed materials. Copies are free to individuals. Guides are

Guidelines for Authors

Readers of *Virginia Resolves* are invited to submit manuscripts for consideration. To improve your chances of publication, please adhere to the following guidelines:

Length

Articles: Articles in the *Resolves* are generally limited to 3-journal pages. This translates to 9-11 doublespaced, typewritten manuscript pages, including all figures, charts, citations/references, and other related material. Manuscripts exceeding this length will be returned to the author(s) without editorial review. American Psychological Association (A.P.A.) is the preferred writer's style for the *Virginia Resolves*.

Brief Report: Authors may wish to submit brief reports of activities or curriculum materials of interest to readers, with information on how complete documents or curriculum packages may be obtained. These reports should be limited to 500 words (2 double-spaced, typewritten pages).

Announcements: Announcements of upcoming events may be submitted, with a typical limitations of 250 words. No announcements will be accepted for events scheduled before December 1 (for the fall issue) and April 1 (for the spring issue).

Conference Information: The *Resolves* also publishes conference information, including calls for papers and registration forms, on a limited basis. Conference organizers should contact the editor well in advance of the event to insure timely publication of information.

Lessons Plans

The editor welcomes exemplary lesson plans from readers. Preparation of lessons for publication, however, requires special care on the part of authors. To be useful to readers, please take the following points into account:

1. Lesson plans may not exceed the maximum length for articles.
2. All plans should have property-state objectives, detailed presentation information, and appropriate evaluation criteria.
3. Lesson plans must be complete enough for a reader to use with minimal additional preparation. Remember: your audience cannot read your mind or your intentions.
4. If discussion is part of the lesson, then sample discussion questions should be provided.
5. All documents, cartoons, charts, and similar ancillary materials must be included in order for the plan to be useful to the reader. If substantial amounts of ancillary material are used in the lesson, demonstrate your approach with a single document, carton, or item and cite other materials in detail. If the usefulness of the lesson depends on many such items, a "brief report" should be submitted rather than the complete lesson.
6. Worksheets with large amounts of black space will not be reproduced.
7. Complete citations should be provided for all non-original material, including documents, textbooks, cartoons, and other documents. No copyrighted material will be required in the *Resolves* without the written permission of the copyright holder(s).
8. Whenever possible, the editor requests both a paper copy and a computer disk copy (WordPerfect or ASCII) for manuscript submission.

Author(s) Responsibilities

It is the responsibility of all authors to submit what is in their view a final draft for consideration. The editor will not take raw material and do the writing. This requirement applies to all announcements, lesson plans, short reports, and full-length articles. It is the responsibility of all authors to obtain (when necessary) written permission to reprint any copyrighted material used in their articles and lesson plans. Contact the editor for advice in this regard.

Deadlines for Manuscripts

SPRING 1994 ISSUE: January 30,1994
FALL 1994 ISSUE: September 15, 1994

Send manuscripts to:

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Old Dominion University
Norfolk, Virginia 2352-0161
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Virginia Resolves

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IBC Guidelines for Authors

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(includes the *Virginia Resolves*)

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NCSS Membership

Comprehensive/Individual	$65.00
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New NCSS membership automatically includes one-year membership in VCSS.

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A Letter From The Editor

Last Spring saw the opening of one of the nation's greatest tribute's to over seven million men, women and children who perished during on the world's most tragic time period, the Holocaust. The United States Holocaust Memorial Museum, located just off the mall in downtown Washington D.C., is dedicated to those who struggled, fought and died for liberty and freedom. In this issue I provide a narrative description of the U.S. Holocaust Memorial Museum and will attempt to highlight several of the leading exhibits that the visitor may expect to encounter.

This issue also contains several articles that I believe will be of interest to the social studies reader. Dr. Alice Wakefield provides an article of interest for the elementary and middle school educator entitled, "18th Century Crafts For 20th Century Children: The Apothecary." Mr. Mark D. Polston of the Center To Prevent Handgun Violence, has provided a rebuttle article entitled, "Obscuring The Second Amendment." Also the second installment on selected simulations games and activities for secondary social studies classrooms written by William C. Redd, a graduate student in social studies at Old Dominion University. Also included is an NCSS position statement produced last year to provide suggestions and guidance in the teaching of the Columbus experience. This document attempts to provide direction in planning and implementing curricula related to Columbus' voyage of exploration, and would be constructed as part of NCSS' contribution to the Columbian Quincentenary.

I would also like to call attention to both the News And Notes section and Guidelines for the Authors toward the back of this issue. News And Notes provides announcements of upcoming social studies events, newly funded projects and learning activities, and also graduate study opportunities. Many of the resources would be valuable enrichments for the social studies classroom. The Guidelines is a statement of direction for teachers and other educators for submitting a manuscript to the *Virginia Resolves*. For those who might be unaware, the *Virginia Resolves* is an ERIC referenced journal, whose articles can be referenced and acquired internationally. The *Virginia Resolves* is also available nationally through Inter-Library Loan, since the University Library at Old Dominion University serves as the OCLC library repository for the *Virginia Resolves*. I encourage you to contact me about possible publication ideas and manuscripts you might consider submitting to the *Virginia Resolves*. The *Virginia Resolves* is the journal of the membership of the Virginia Council for the Social Studies and, therefore, your journal. I will look forward to working with you and continuing to provide editorial assistance in the development of articles and shared information through the *Virginia Resolves*.

Sincerely,

S. Rex Morrow, Editor

Mark Your Calendar!

The 1994
Virginia Social Studies
Educator's Conference
is scheduled for
October 14-15
at The Marriot Hotel
in Richmond.
More Information and
Registration Materials
will be mailed later
this Spring.

See you in Historic Richmond !

The Social Sciences and the Social Studies: An Essay on the Development of and Need for Citizenship Education

By Mark Crockett

The term "social studies" is presently used to describe the multitude of social science subjects taught in American schools, including history, geography, economics, sociology, psychology and government. As school subjects and as vehicles for citizenship education, the social studies have generated lively debate and discussion among American educators for scores of years. The continuing controversy focuses on pedagogical issues such as curricular goals and standards, instructional methodologies and practices, and assessment. At the heart of the matter is a most important question: What is the purpose of public education in a democratic society?

Many of the early advocates for public education in America (Washington, Jefferson, and Horace Mann, for example) believed in democratic citizenship as public schooling's chief goal. Indeed, citizenship as either a direct or indirect expectation of education is traceable to Pericles and Aristotle. As recorded by Thucydides in the *History of the Peloponnesian War*, Pericles commented on the importance of active, knowledgeable citizenship: "We alone regard a man who takes no interest in public affairs not as a harmless but as a useless character; and if few of us are originators, we are all sound judges of a policy." Aristotle, writing on education in the book *Politics*, believed that government should direct its "...attention above all to the education of youth; for the neglect of education does harm to the constitution." Believing that the "character of democracy creates democracy," Aristotle argued for a common, public educational experience for all youth.

In the United States, democratic citizenship is typically taught through social science subjects. As organized bodies of knowledge, or disciplines, the social sciences have been developed only during the last two hundred years. In the United States, this development paralleled the organization of public education. By 1875, geography and history had become integral parts of the elementary school curriculum, and history courses were a well-established part of the secondary curriculum by the early 1900s. Thus citizenship as a goal of education was accomplished primarily through the teaching of history. It was the 1916 report of the National Education Association's (NEA) Commission on the Reorganization of Secondary Education that precipitated the ongoing discussion and debate regarding the role of the social sciences, especially history, in civic education.

The 1916 report of the Committee on Social Studies of the NEA's Commission on the Reorganization of Secondary Education described "social studies" as "history, civics, and economics" and "those whose subject matter relates directly to the organization and development of human society." This definition gave national prominence to the term "social studies" and to the social studies curriculum in schools. Professional associations representing historians, geographers, sociologists, political scientists, and economists began jockeying to place their respective disciplines at the center of the newly defined curriculum. Hazel Hertzberg, in Social Studies Reform: 1880-1980, wrote that "it seemed that the newly named 'social studies' were 'up for grabs'."

The 1916 report gave no specific outline (curricular framework) for social studies content; however, the term "social studies" was defined and the purpose of the social studies was established. The purpose of the social studies was to provide for good citizenship. A good citizen was one who followed social customs, was loyal to national ideals, and had a sense of social responsibility. An American Historical Association (AHA) committee on social studies broadened the concept of citizenship in a series of volumes on social studies, social sciences, and citizenship education published between 1932 and 1941. The AHA committee conceived a good citizenship as a belief in democratic values, a sense of fairness, a belief in universal public education and a desire to improve society and promote its general welfare. A 1940 report by the Progressive Education Association described the goal of education (and especially social studies education) as the development of "personal potentialities" and "the most effective participation in a democratic society."

The myriad of commission and committee reports on social studies made clear that while social studies teachers should try to reach the goal of producing good citizens, teachers should not inculcate democratic values by requiring the memorization of a selected portion of American history facts. Most of the reports advocated a problem-centered approach to citizenship that relied on the use of social science concepts, generalizations and skills. Hence the core of the social studies curriculum was perceived to be the development of democratic character through the investigation of problems confronting American society, and through utilization of knowledge, skills, and ideas gleaned from the social sciences.

One might reasonably think that citizenship education through the social studies curriculum is interesting, informative, lively and engaging for students. One might reasonably infer that students find the social studies helpful in stimulating critical thought and useful in meeting their future needs. But as John Goodlad pointed out in *A Place Called School*, most classrooms in American schools rely on "rote learning, memorization and paper-and-pencil activity" and most students view the social studies as one of the least useful and

least liked of their school subjects. And, although citizenship education is an overt aim of the social studies, Goodlad concluded "that we cannot assume the cultivation of goals most appropriate to the social sciences even when social studies courses appear in the curriculum."

In *The Nature of the Social Studies*, Barr, Barth and Shermis described three general models of teaching social studies. The predominant model, termed Citizenship Transmission, is content-oriented and inculcates students with "right answers, right beliefs, good values and worthy tradition." The emphasis of teaching and learning is knowledge, and the teacher's role is to present and explain information to students. A second model of instruction emphasizes the acquisition and use of social science skills. The Social Science methodology recognizes the importance of knowledge as it is applied to or derived from research and analysis. The teacher is still usually involved in direct instruction, but the focus is on the concepts and skills essential to the structure of the social sciences. The emphasis of the Reflective Inquiry methodology is rational decision-making. The teacher serves as a facilitator of learning who stimulates thinking, encourages ideas, and raises questions. Students must use knowledge and skills to investigate and resolve important social issues and problems.

Clearly, no teacher engages in only one of the three methodologies described by Barr, Barth and Shermis. Most teachers use at least some practices characteristic of each of the three; however, if the researchers are right, then teachers probably have a proclivity to use the Citizenship Transmission method of instruction. That's how most of us were instructed in high school and in college; and, most adults accept a fact-oriented social studies curriculum (that's what they know too).

There is, however, a crucial trade-off when schools and teachers implicity adopt fact-oriented curriculum and instruction. When coverage of content becomes the primary focus of teaching and learning, then students generally do not understand what it is they have "learned" (moreover, if content was learned through rote memorization, nearly all of it is forgotten within two years). If cognitive researchers are correct, this is true even of our very "best" students.

What kinds of citizens do our communities, our states, and our nation need? Do we need citizens, as some have suggested, who can gather and analyze information; who can develop and evaluate alternative courses of action; who can deliberate and communicate with others on important social issues; who can rationally resolve social problems? If we do, then how are those citizens best developed?

Those who believe strongly in a social science-centered curriculum, think that historical knowledge and perspective combined with social science skills construct the pathway to democratic citizenship. Social studies advocates think that knowledge-based problem-solving and decision-making processes, connected tightly to participatory activities, yield a more competent and committed democratic citizen.

As the national standards movement continues to gather speed, social studies educators will be increasingly forced to grapple with hard questions and difficult choices. What is the major purpose, or goal, of public education in our democratic society, and how is it best achieved? Do we want and need, as Pericles noted, citizens who are "sound judges of a policy?" Is there something for us to learn from Aristotle's belief that the "Character of democracy creates democracy?" How can teaching and learning best facilitate the development of the democratic citizen?

Ehlers and Lee, writing in *Crucial Issues in Education* in the late 1950s, said that "in a democratic society education has a unique place and quality." If the social sciences are taught to and learned by students as fragmented bodies of disconnected facts, then the social studies curriculum will have failed to achieve its overarching goal of preparing an enlightened, active citizenry. As the problems confronting our increasingly diverse and mobile society intensify in magnitude and complexity, a citizenry competent in democratic understandings and skills, and committed to democratic principles, is a worthy purpose of public schooling.

We have much work to do.

(The views expressed in this article do not necessarily reflect the view of the Virginia Department of Education)

Dr. Mark Crockett is an Associate Specialist for the Social Studies in the Virginia Department of Education in Richmond.

18th Century Crafts for 20th Century Children: The Apothecary

By Alice P. Wakefield

When people living in colonial America needed a tooth pulled, some spermaceti, rock candy, vanilla flavoring or a breath freshener, they would visit their local apothecary shop. In the 18th century, colonists also went to the apothecary shop to get medicine and medical advice from the doctor who ran the shop. After the doctor listened to the description of the ailment, he (there were no women doctors two hundred years ago) would prescribe a remedy and then proceed to fill the prescription by combining just the right assortment of ingredients. For example, dry licorice root was beaten to a powder using a mortar and pestle. The powder was combined with a binding agent such as animal fat to make an ointment and was used to cure a rash. The licorice powder could also be combined with a sugar syrup and used as a cough medicine. An 18th century recipe for nerve pills included cloves, cinnamon, nutmeg, mace, marjoram, lavender and mustard seed. Today nerve pills are made from chemicals unknown to most people, while the 18th century ingredients are used mainly to flavor our food. Effusions were a common way of taking medicine two hundred years ago. Effusions were made then just as we make tea today. For example, fennel seeds could be steeped in hot water and was thought to cure stomach ache. Probably the most well-remembered effusion for stomach ache is camomile tea which Mama Rabbit served to Peter after his close call with Mr. McGregor. Chalk was the basis of antacid pills sold in the 18th century for stomach ache and heart burn just as it is today. These stomach strengtheners were referred to as "stomachics." Mouth wash and breath fresheners were popular items, perhaps because dental health was so poor. Cloves were used in breath fresheners. Sage was used to make a mouth wash. Pepper corns were used as an irritant, making one sneeze to let out any infection. A rose petal syrup was made to stop a "tickling" throat. Cough drops were also made of rose petals.

Leaches were thought to remedy a variety of problems such as black eye, ear ache, tooth ache, sore throat or head ache and were applied by the doctor near the affected area. Sometimes the doctor would have to pull a tooth or perform an operation. No anesthetic or transfusions were available two hundred years ago, so any surgery was always performed as quickly as possible.

Since germs did not exist as far as anyone knew, the doctor did not wash his hands or sterilize his instruments. When the doctor made pills, he simply mixed the ingredients, rolled the dough-like mixture into a long coil, cut it into equal segments, then formed each segment into a ball with his fingers. When he finished, he would wipe his hands and palette knife off on his apron and be clean and ready for his next patient.

Social studies teachers might like to let their students try making some of the items made by the 18th century doctor; however, teachers must take reasonable care to avoid potential hazards. For example, depending on the age of the students, the teacher may want to avoid the hazard of their students breathing chalk dust by pre-mixing the antacid pill recipe before class. By presenting their students with the prepared dough, the students can concentrate on the task of figuring out how to divide the dough into uniform-sized pills. Older students may be able to predict potential problems of trying out these recipes and then plan a way to avoid them. The students' study of the apothecary should maximize their opportunity to think about the past and present, as well as the future. Thinking about the future includes predicting and planning for any potential risks of scraping their finger tips on a grater or dropping a stone mortar on their toe!

Just reading the list of ingredients to the students ought to stir up some high-level thinking and class discussion. Try reading the ingredients of some of the preparations. How do they react? Did they know the base of vanilla flavoring is alcohol? Ask older students what they think about the law which prohibits them from buying grain alcohol to make this recipe, but allows any one of them to go into a grocery store to buy it when it is marketed as vanilla flavoring? Since vanilla flavoring was not used as a medicine, why do the students think it was available from the doctor? Was the apothecary shop more of a drug store or a grocery store? Since so many of the ingredients of these 18th century medicines can be found in the modern-day kitchen, do the students feel the apothecary was more a cook or a doctor? Spices and herbs were among the main ingredients of many of these remedies. If you have some present-day products with which the students can compare, they may notice that cloves are still used as an ingredient in breath fresheners, and chalk is still the base for several well-known antacid pills. While the students are making comparisons between 18th century, made-to-order remedies and the present-day counterparts, they may want to contrast the availability, the manufacturing and marketing differences. What about the effects of the present day population? The native American remedy of using aspirin by making willow-tree-bark tea for arthritis pain or reducing fever was not available at the apothecary shop until after the active ingredient in aspirin was isolated in 1827 and later imported from England. Does that surprise the students? What other common medicines were unavailable in the 18th century?

Today health food stores carry a wide variety of teas, once taken for medicinal purposes. Sassafras tea, made by boiling the dried roots of a sassafras tree, used to be considered a necessary "spring tonic." If your students can learn to

identify the distinctive mitten-shaped leaf of the sassafras tree, they will be able to harvest the ingredients needed to make the original "root beer," a flavor now produced chemically. Camomile seeds are available for planting. You and your students could harvest and dry the small daisy-like flowers and then enjoy a cup of hot camomile tea. Camomile is available in bulk or in tea bags in most health food stores. Today, it is marketed as a sleep inducer by at least one tea company and sold through many grocery stores.

Here are some recipes for you and your students to try:

VANILLA FLAVORING

Chop or break 1 vanilla bean
Combine with 1/2 cup grain alcohol
and 1/4 cup distilled water
Combine above ingredients, stir, pour into a clear glass container, cover, and place in a sunny window for four days. Use by the teaspoon to flavor food.

This is so simple to make and a great gift item. You and your students will find it is a delicious addition to cookie and candy recipes. The ingredients are easy to find. Vanilla beans can be found in the spice section of gourmet food stores. Distilled water is available in most drug stores and some grocery stores. Grain alcohol is available in liquor stores; however, because buying alcohol for minors is considered to be a serious infraction of the law, any grain alcohol purchased must remain in the ownership of an adult until the recipe is complete, and the resulting concoction can be categorized as vanilla flavoring. The students may want to discuss why the ingredients must be left in the sun for four days. Do they know of any other recipe that uses the sun in this manner?

Here is another recipe for your students to concoct.

18TH CENTURY ANTACID

10 parts prepared chalk
1 part nutmeg (grated)
1 part cinnamon (grated)
Combine above ingredients gently, and add just enough water to hold together as dry dough. Form into pills.

Both the nutmeg and the cinnamon can be used whole and grated just as it would have been done by the doctor over 200 years ago. Teachers might want to let their students try grating the whole spices. A nutmeg grater is the safest size to use. Never-the-less, caution your students to protect their fingers when grating. If time is limited, the students can fill out the recipe by using the store-brought, ground cinnamon and nutmeg. The prepared chalk you purchase for this recipe should be marked "purified" and can be found in many hardware stores. It is important that an adult carefully supervise the mixing of these ingredients. When working with chalk, it must be handled gently so that chalk particles do not become airborne and inadvertently breathed into the lungs. The teacher may wait until the water has been kneaded into the recipe and the dry dough is formed before involving the students directly. An alternative to using the prepared chalk is to substitute commercially available antacid pills which the teacher has reduced to powder ahead of class. Caution must still be exercised to avoid breathing the powder particles found in any of these recipes. Either the chalk or antacid version of this recipe provides an opportunity to measure the amounts by weight, as it would have been done by the doctor. If you do not have a small diet or postage scale, measuring by the teaspoonful also works just fine. Using a mortar and pestle, the doctor would mix all the named ingredients together to the consistency of dry dough. He would then roll the dough into a snake about the width of a pencil. Using a measuring rule as a guide, he had a means of dividing the pills into pieces of approximately equal size. Each piece was then shaped into a ball with his fingers and allowed to dry before being sold to relieve stomach ache.

Are you ready for an easier recipe?

COUGH SYRUP

Combine 2 parts honey
1 part lemon juice
Use as syrup by the teaspoonful or dissolve in hot water

Today the ingredients for cough syrup are easy to find in the grocery store; however, fresh lemon juice might have been hard to find two hundred years ago. Lemons had to be imported from the Caribbean and were not always available. When there were no lemons, the doctor could substitute vinegar which was preserved from apple cider each fall and was always on hand. Perhaps students would like to taste it both ways to see which one is preferred. Do they think it could cure a cough? How can they find out?

Here is another 18th century recipe. Since it may be a bit tricky to find fresh and safe ingredients for Colonial Cough Drops, the teacher may choose to let this recipe be the basis for a class discussion.

COLONIAL COUGH DROPS

1 part dried rose petals
12 parts powdered sugar
Pound dried rose petals to power using a mortar and pestle. Combine above ingredients gently, and add just enough water to hold together as dry dough. Form into individual drops.

Rose petals were gathered only from newly opened roses. The colonists did not have to worry about insecticides conta-

minating the rose petals, but we do. Obviously, if these cough drops were going to be ingested, roses which have been fed a systemic insecticide or which have been sprayed recently should not be used! Unless the petals come from your own rose bush, it would be hard to know what could be on them. After gathering the fresh rose petals, they were spread out and allowed to dry thoroughly. Perhaps the process was hurried along by leaving the petals near the kitchen fire until dry and very brittle. Pounding with a metal or stone mortar and pestle was the best way to reduce dried rose petals to powder. A mortar and pestle were major household items in the 18th century, but they may be hard to find today. Two hundred years ago nothing came ready-prepared in a powdered form. Even the sugar needed in this recipe would have been purchased in solid blocks and had to be pounded into a granulated or powdered state before the doctor could make cough drops. Try pounding cube sugar into powdered sugar in the next recipe to see how difficult this task can be.

Try this last recipe from "scratch."

BREATH FRESHENER LOZENGES

4 parts cube sugar	1 part cinnamon
1 part nutmeg	1 part cloves

Pound cube sugar to powder using a mortar and pestle. Grate spices. Combine ingredients gently, and add just enough water to hold together as dry dough. Form into individual lozenge.

The challenge for making this recipe is to use whole spices and cube sugar, all of which are available in most grocery stores. Be careful of fingers when you are working with the grater. A fine sieve will be useful to help select only the finest powder. Today this whole recipe can be made with ingredients which are already available in the powdered form.

After completing these recipes, ask your students what they think about 18th century medical treatments. They might like to investigate what the life expectancy was then and what it is today. What kind of side-effects did past medicines have compared with the medicines of today? What other questions about medicines or drugs do they have? At what point did the apothecary separate into two separate professional areas: those of medical doctor and pharmacist or druggist? Would the students be interested in interviewing a local pharmacist or visiting a modern drug store? Do any of the students think they would like to be a medical doctor or pharmacist one day? What kind of preparation will they need before they can work in these fields? How is this preparation different from that required to run the apothecary shop in the 18th century? Did anyone know that Benjamin Franklin ran an apothecary shop? Students interested in more information on the 18th century apothecary shop may enjoy reading books on the history of pharmacy. Students who would like to know more about medicinal herbs may enjoy reading books about medicinal wild plants. Try your local library. If they do not have anything of interest, maybe they can arrange to borrow a volume from another library in the state.

Lesson Follow-Up: New Vocabulary Words for Students to Investigate:

spermaceti	mortar and pestle	concoction
effusion	stomachic	grater
leaches	sassafras	purified
particles	systemic	ingested
paletteknife	pharmacy	irritant
spring tonic	medicinal	airborne
knead	anesthetic	

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The United States Holocaust Memorial Museum: An International Tribute and Educational Resource

By S. Rex Morrow

Last October I was among the honored twenty educators who were fortunate to be included in the Educator's Tour provided during the annual Virginia Social Studies Educators Conference held in Alexandria, Virginia. I had a first-hand opportunity to view and examine the recently opened United States Holocaust Memorial Museum. From the moment you enter the museum you will feel an environmental change that alerts your senses that they are about to envision another world, another time, very different from main street America.

As you approach the precipice of the building, you are struck by the ornate and elaborate facade, although here is where deception begins. After passing through the facade, a blank and austere entrance awaits you. Once passing into the building you are again confronted by a stark black wall and again your senses are alerted to a change and approaching danger. If you look upward you will view a glass skylight that covers the main foyer area of the first floor which helps to illuminate the brick walls. To the sides as entrances to various smaller and special collections, the arches over these entrances are particularly engrossing. Upon closer inspection you realize that these are replicas of the arched ovens of Auschwitz and other extermination camps.

In order to begin the tour, you must descend the stairs to the lower level, just as millions of Jews descended the stairs to enter the building of their extermination. An elevator takes you to the third floor, where the journey of European prejudice, racism, and genocide begins, by taking a historical look at pre-World War II Europe. Included in this area are exhibits that document the rise of power of fascism in Germany, Adolph Hitler's infamous rise to power and the early targeting of Jewish businesses leading up to Krystalnacht, night of the broken glass. Many historians agree that this event signaled the all out attack by the Nazi regime on the Jewish population. From this point the exhibit takes on an urgent and frightening mood. Although the museum has hundreds of exhibits, I will only touch upon a few of the very major collections to be viewed in the museum.

One collection sure to stir a profound emotional response by the viewer is the Hall of Shoes. As one enters the corridor on a narrow pathway one is engulfed by shoes. Shoes of all sizes, dress shoes, party shoes, work shoes, men's and women's shoes and yes, children's shoes. Literally, thousands of shoes, all taken just moments before their executions in lethal gas chambers. Also in the exhibit hall in a smaller room, is an exhibit on the extermination of physically and mentally disabled children. In the Aryan society of Nazi Germany, there was not room for less than perfection among society's members, particularly for non-Aryans.

Children of all ages, some hearing impaired or deaf, some blind, some crippled, some emotionally and mentally retarded were systematically taken from their hospitals or from their parents, never to be seen again. This exhibit thoroughly documents what happened to these children, and illustrates another profile of man's inhumanity.

Further along in the museum, you come to the Tower of Ejszyszok, another powerful exhibit that overwhelms the viewer. In eastern Poland in 1939 a small town existed called Ejszyszok. The town which had a large Jewish population, was often viewed as an idyllic community. Then one day the storm troopers arrived and within a few hours every man, woman and child in Ejszyszok was rounded-up and systematically executed, most by firing squads. Before the end of that fateful day, not one single citizen of Ejszyszok was left alive. Thousands had died. The museum with the help of many friends and family members, and Holocaust researchers, have constructed a three-story tower filled with the pictures of the thousands of people who once lived and thrived in Ejszyszok. The many faces of many ages cry out to the viewer, and this viewer could only respond by asking why? The town of Ejszyszok does not exist any more, it died that night some fifty years ago.

Transportation made a major ingredient in the Nazi Holocaust. In order for millions of Jews to be exterminated, the Nazi regime had to create a systematic plan for mass execution, sometimes referred to by the Nazis as the "Final Solution." The railroads played a critical role in this plan. With the creation of death, or extermination camps, a system of mass transportation was needed by the Nazis to relocate their Jewish captives. Thus, the train became an inanimate conspirator in the Holocaust. Millions of Jews, particularly from Eastern Europe were transported to extermination camps like Auschwitz. Provided to the United States Holocaust Memorial Museum, on indefinite loan, is one of the boxcars that was used in Poland to transport Jewish families to the death camps. The exhibit is set up so as to allow the viewer to walk through the rail car and envision how horrific the conditions must have been on that long fatal journey by train.

Another major exhibit is the reconstructed prison barracks used to house hundreds of prisoners in the work camps. Again, the visitor can walk through the barracks and envision the hardships that were faced by its inhabitants, and reflect upon this icon of mankind's inhumanity.

Because there are hundreds of specific exhibits, many educators will probably want to visit the museum on more than one day. In addition to the main exhibit area, there is also an archival resource center in the museum which will

assist both social scientists and educators in researching information regarding the Holocaust. With the use of computerized data bases, vast sources of information can be acquired in the Resource Center. Interested educators will need to contact the U.S. Holocaust Memorial Museum well in advance for reservations to use this resource. The Education Department in the Museum will be most helpful in arranging usage schedules for the Center. Another exhibit, in the form of a video is Daniel's Story, a narrative describing the Holocaust through the eyes of a young child. This video performance provides an effective education of the Holocaust for children ages six through twelve. The video is also available for purchase, for school districts.

In addition to the Jewish Holocaust, the museum also provides exhibits that illustrate the Nazi persecution of other groups, such as gypsies, homosexuals, communists, and others imprisoned for political reasons. The museum also portrays the issue of American involvement in the Holocaust in discussing the lack of U.S. support for Jewish refugees; denial of the atrocities until very near the end of the war; U.S. policy not to bomb the death camps, which could have stopped or delayed the killings; U.S. involvement in camp rescues and relief programs, and the Nurenberg War Crimes Trials.

At the conclusion of the tour you reenter the main foyer and confront another image. Instead of the black wall you now face a white wall, which symbolizes hope for the future. Adjacent to the exit is the museum bookstore. It contains most of the excellent texts that have been written about the Holocaust, as well as published resources that will assist the classroom teacher in better presenting the Holocaust as it relates to both historical and contemporary social issues.

Educators planning student and teacher group visits to the United States Holocaust Memorial Museum should schedule about one year in advance of the planned visit. The demand for school group visits to the museum is so great that prime visit dates during the school year calendar are often scheduled a year in advance. The complete address and telephone numbers for the U.S. Holocaust Memorial Museum are listed for your convenience at the conclusion of the article.

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For more information regarding educational group visits and educational resources on the Holocaust contact:

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Obscuring the Second Amendment

By Mark D. Polston

> *"A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed."*
>
> —The Second Amendment to the United States Constitution

Chiseled into the wall of the National Rifle Association headquarters in Washington, D.C. is half a story: "the right of the people to keep and bear arms shall not be infringed." The NRA conveniently neglects to tell its members and the public the rest of the story — that the Second Amendment grants this protection to the people only in connection with service in "[a] well-regulated Militia."[1] In "The Forgotten Second Amendment," (*Virginia Resolves*) (Fall 1992), Linda K. Miller fails to tell this part of her story: that she received $7,040 for her Second Amendment work from "Firearms Civil Rights Legal Defense Fund," which was estasblished by the NRA.[2] Not surprisingly, her article parrots the NRA's political ideology which obscures the meaning of the Second Amendment as determined by the nation's courts.

Miller contends that her review of thirty-two high school government and history textbooks revealed "numerous errors" and "many omissions" concerning the portrayal of the Second Amendment. Miller gives each textbook a score card showing whether it accurately or inaccurately described fourteen historical events that purportedly shed light on the meaning of the Second Amendment. According to Miller, because these fourteen events are ignored or misreported in various texts, the Second Amendment is "forgotten" and "floundering in the political ideologies of the authors."[3] But who is floundering? Miller's failure to disclose the source of her funding makes a mockery of her purported goal — to take an objective look at how a political agenda can infiltrate the teaching process.

But worse than that, the article's conclusion misses the real story of the Second Amendment and school textbooks. In 1991, Sarah Brady's Center to Prevent Handgun Violence reviewed forty history and civics textbooks. The Center's critique discovered that fifty percent of these texts either failed to state that the right to bear arms exists only for the purpose of maintaining a well-regulated militia, or contradicted a nearly unanimous line of judicial decisions by suggesting the meaning of the Second Amendment was judicially unsettled.[4]

What Is At Stake?

The gun lobby has long clamored, despite an avalanche of scholarly opinion and judicial decisions to the contrary, that the Second Amendment precludes federal and state gun control legislation. According to the NRA, the Second Amendment confers an inalienable right, enforceable in court, to each person to possess a firearm.[5]

No federal court interpreting the Second Amendment has ever accepted this position — this part of the story the NRA and Linda Miller refuse to tell. The very historical context Linda Miller claims is omitted from high school texts discredits her position and, in fact, supports the legally accepted interpretation of the Second Amendment: it only guarantees the people the power "to assure the continuation and render possible the effectiveness" of the state militia.[6]

We all remember from civics that the Constitution was supported by the federalists and opposed by the anti-federalists. The latter group feared a powerful central government, believing it would lead to the destruction of the states. Out of this tension sprang several debates and compromises, some involving control over the state militia.[7]

Federalists, seeing a flaw in the Articles of Confederation, wanted to empower Congress to raise a standing army. They also sought to nationalize the militia.[8] Anti-federalists believed a standing army threatened individual liberty and saw state control over the militia as the only means to oppose a tyrannical central government.[9]

The constitutional conventioneers struck a compromise: the federal government would possess the power to organize, arm, discipline, and govern the militia, and the states were empowered to appoint officers and train the militia.[10] Whether the federal government had the exclusive power to arm and discipline the militia was left unresolved at the convention.[11] Several anti-federalists emotionally argued during the convention and the ratification debates that Congress' power to arm the militia included the power to disarm it, leave it untrained, and make it useless to the states.[12]

The Virginia ratification convention was attended by James Madison, the author of the Second Amendment, and several prominent anti-federalists like Patrick Henry and George Mason. Mason repeated his concern that the exclusive power to "arm" the militia enabled Congress to neglect the militia — i.e., fail to provide it arms. Accordingly, the anti-federalists demanded an express right to arm the militia.[13]

Contrary to what Linda Miller ascertains, the Virginia delegates never intended that the Constitution confer an inalienable right for an individual to possess firearms; in fact, no historical document shows they even considered the question of the personal possession of firearms. The Virginians expressed their concern over standing armies and federal control of the militia in a Declaration of Rights, a document containing twenty articles and twenty amendments to the Constitution.[14] Article XVII stated in part:

> [t]hat the people have a right to keep and bear arms; that a well regulated Militia composed of the body of the people trained to arms is the proper, natural and safe defense of a free State. That standing armies in time of peace are dangerous to liberty, and therefore ought to be avoided,

as far as the circumstances and protection of the Community will admit.[15]

The eleventh proposed amendment included the express right to arm the militia and declared "[t]hat each state respectively shall have the power to provide for organizing, arming, and disciplining its own militia, whensoever Congress shall omit or neglect to provide for the same. . . ."[16]

James Madison's initial draft of the Second Amendment introduced in the first Congress mimicked the Virginia declaration, connecting the right to be armed with service in the state militia, and stated: "[t]he right of the people to keep and bear arms shall not be infringed; a well armed but well regulated militia being the best security of a free country; but no person religiously scrupulous of bearing arms shall be compelled to render military service in person."[17] This version passed the House of Representatives. The Senate dropped the religion clause and inverted the other two clauses, placing more emphasis on the militia and giving us the present Second Amendment.[18]

Why Is Miller's Article Wrong?

The question is not whether to "moor" the Second Amendment to historical events, but to what events it shall be "moored." Miller begins, harmlessly enough, with the premise that historical events, such as the enactment of the Second Amendment, cannot be read in a vacuum. English and colonial history prior to 1789, as well as contemporaneous events, flesh out the meaning of the Second Amendment.[19] She charges that the textbook authors and the nation's courts neglect this well-accepted premise.[20]

Miller purports to track the discussion of fourteen "historical events, legislation and judicial decisions" in thirty-two textbooks.[21] She determines whether the textbook accurately describes the event, inaccurately describes it, or fails to mention it at all.[22] Obviously Miller believes these events affect the interpretation of the Second Amendment, but she never tells her audience why. Moreover, she rarely explains why an author's description of the event is, in her opinion, wrong. The fact is, only Miller and the NRA consider most of the "historical events" she picks and chooses to be significant.

We can bring Miller's myopia into focus by analyzing a few of her fourteen "forgotten" points. First, the NRA attests, and Miller implies, that English common law supports a personal, inviolable right to be armed. The drafters of the American Bill of Rights intended, therefore, to ensure this common law right.[23] But the English Bill of Rights of 1689 — born from religious warfare between English Protestants and the deposed Catholic king, James II — only states that "the subjects which are Protestants, may have arms for their defense suitable to their conditions and as allowed by law."[24] The last phrase demonstrates the right was obviously not inviolate, and the English have not been deterred from passing restrictive gun control laws.[25]

Second, Miller implies that four state constitutions recognized an inalienable and individual right to keep and bear arms, the origins of the Second Amendment the textbook authors ignore. But two of the states expressly limited this right to defense of country.[26] Virginia's Constitution of 1776 — which did not contain a right to bear arms contrary to Miller's article — championed the militia and warned against standing armies:

That a well-regulated Militia, composed of the body of the people, trained to arms, is the proper, natural and safe defense of a free State; that Standing Armies, in time of peace, should be avoided as dangerous to liberty; and that, in all cases, the military should be under strict subordination to and governed by the civil power.[27]

Pennsylvania's Declaration — Miller's model of the inviolable, individual right to bear arms — also expressly warns against standing armies. But instead of balancing a "militia clause" against a standing army, Pennsylvania substituted an "arms clause." Just as in Virginia, that clause also preceded the warning against a standing army and stated "[t]hat the people have a right to bear arms for the defense of themselves and the state." Rather than establishing an inalienable and individual right to bear arms, it assured the supremacy of the militia.[28]

Only one other state reproduced Pennsylvania's language — Vermont.[29] Nonetheless, Miller criticizes textbook authors' descriptions of state governments if they failed to mention that Pennsylvania was the first state to guarantee a right to bear arms. At best, such criticism is overboard; at worst, it is, itself, a politicized distortion of history.

Finally, the Second Amendment applies only against the federal government, not the states.[30] The NRA, therefore, contends that the Fourteenth Amendment, which restrains states from depriving a citizen of life, liberty and property without "due process of law,"[31] protects an individual and inviolable right to keep and bear arms against state legislation.[32] Miller tries to lend credence to this view by chiding textbook authors for failing to mention the fourteenth amendment.[33] Miller never mentions that the Supreme Court rejected this argument in United States v. Cruikshank and Presser v. Illinois.[34] Numerous lower federal and state courts have fallen in line, with but one antiquated state court exception.[35] Chiding the textbook authors for failing to give lip service to a position that has been so soundly rejected rates as one of Miller's most blatant politicized "criticisms."

What Has the NRA Forgotten?

The NRA refuses to accept the fact that the legal debate over the interpretation of the Second Amendment crashed to a halt over fifty years ago. Linda Miller joins this disinformation campaign and criticizes textbooks for stating that "the courts have consistently held that the right to bear arms is a limited one."[36] The fact is, since the 1939 Supreme Court ruling in United States v. Miller, the courts have uniformly held that the right to keep and bear arms exists only in con-

nection with service in a "well-regulated militia." The Court of Appeals for the Eighth Circuit, in the 1988 case of United States v. Nelson,[37] summarized this history by stating that the argument for a "fundamental right to keep and bear arms" in the Second Amendment "has not been the law for at least 100 years."[38] Buried beneath this avalanche of cases, Linda Miller cannot find one case to rescue her criticism.

In Miller, defendants were convicted of transporting a short barreled shotgun between states without registering the weapon as the Federal Firearms Act of 1934 requires. Citing the militia clause, the Supreme Court stated that the obvious purpose of the Second Amendment was to "assure the continuation and render possible the effectiveness" of the militia.[39] Defendants could not show a relationship between possessing the weapon and maintaining the militia; the Supreme Court upheld the prosecutions.

The modern "well-regulated militia" is the National Guard.[40] States no longer require citizens to provide firearms for militia service,[41] and no court, state or federal, has struck down a gun control law in the face of a Second Amendment challenge since Miller.[42] For example, the National Firearms Act of 1934 and the Gun Control Act of 1968 have withstood Second Amendment challenge without exception.[43]

Nonetheless, the Center to Prevent Handgun Violence reported in 1991 that fifty percent of the textbooks it studied inaccurately or ambiguously described the Second Amendment. Either the textbooks described only the "individual rights" interpretation or gave credence to it by implying that the courts had not yet settled the issue.[44] But the constitutionality of gun control laws is no longer a serious legal debate; whether to enact such legislation is a policy question for the country's legislators. Miller's critique that textbook authors overstate the consistency of Second Amendment court rulings falls flat, crushed under the overwhelming weight of legal decisions contradicting her.

Miller's article is just another salvo in the NRA's enduring campaign to obscure the unanimously accepted interpretation of the Second Amendment: it protects the peoples' right to bear arms only in a well-regulated militia. It is time for the NRA to stop bamboozling teachers and students into believing gun control laws are unconstitutional.

1. *United States v. Miller*, 307 U.S. 174 (1939).
2. The 1992 Annual Report of the NRA's Firearms Civil Rights Legal Defense Fund, at page 11, reveals a grant to Linda Miller in the amount of $7,040 for preparing two articles, one which appears in the *Virginia Resolves*.
3. Miller, Linda K., "The Forgotten Second Amendment," *Virginia Resolves*, (Fall 1992), 7.
4. The Center to Prevent Handgun Violence, *Teaching the Bill of Rights: The Case of the Second Amendment*, November 1991, 5.
5. "Victory in the Law Journals," 5 NRA Action No. 10, (Oct. 19, 1991), 7.
6. *United States v. Miller*, 307 U.S. at 178.
7. Ehrman, Keith A. and Henigan, Dennis A., "The Second Amendment in the Twentieth Century: Have You Seen Your Militia Lately?" *Univ. of Dayton Law Review*, Vol. 15, No. 1, (Fall 1989), 19.
8. *Ibid.*, 20.
9. *Ibid.*, 21.
10. *Ibid.*, 22-23; U.S. Const., Art. I, cl. 15 and 16.
11. Ehrman and Henigan, 23.
12. *Ibid.*, 24-26.
13. *Ibid.*, 28-29.
14. *Ibid.*, 30 (citing 1 B. Schwartz, The Bill of Rights: A Documentary History 765 (1971).
15. *Ibid.*, 842.
16. Ehrman and Henigan, 30 (citing Schwartz, 842).
17. Ehrman and Henigan, 32 (citing Schwartz, 1026).
18. "A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed." U.S. Const., amend. II.
19. Miller, 5.
20. *Ibid.*, 7.
21. *Ibid.*, 5 (Miller's fourteen historical points are: 1) English heritage; 2) colonial government; 3) slave codes; 4) state constitutions; 5) the Bill of Rights; 6) the 1866 Civil Rights
22. Miller, 9-10.Act; 7) the Fourteenth Amendment; 8) Black Codes; 9) the Ku Klux Klan Act; 10) *United States v. Miller*; 11) *United States v. Cruikshank*; 12) *Presser v. Illinois*; 13) the National Firearms Act of 1934; and 14) the Gun Control Act of 1968).
23. Miller, 6.
24. Ehrman and Henigan, 12-14 (citing Schwartz, 42-43).
25. Ehrman and Henigan, 12-14.
26. *Ibid.* (North Carolina and Massachusetts).
27. *Ibid.*, 16.
28. *Ibid.*, 17-18.
29. Ehrman and Henigan, 17 (citing Schwartz, 342-44).
30. *See United States v. Cruikshank*, 92 U.S. 542 (1875) and *Presser v. Illinois*, 116 U.S. 252 (1886).
31. U.S. Const., amend. XIV.
32. 1992 Annual Report of Firearms Civil Rights Legal Defense Fund, 11 (report on fourteenth amendment research).
33. Miller, 7.
34. See *supra*, note 30.
35. Courts rejecting: *Justice v. Elrod*, 832 F.2d 1048, 1051 (7th Cir. 1987); *Quilici v. City of Morton Grove*, 695 F.2d 261, 270 (7th Cir. 1982); *Cases v. United States*, 131 F.2d 916, 921-22 (1st Cir. 1942), *cert. denied sub nom., Valazguez v. United States*, 319 U.S. 770 (1943); *Krisko v. Oswald*, 655 F. Supp. 147, 149 (E.D. Pa. 1987); *State v. Amos*, 343 So. 2d 166, 168 (La. 1977); *Application of Atkinson*, 291 N.W.2d 396, 398 n.1 (Minn. 1980); *State v. Sanne*, 116 N.H. 583, 364 A.2d 630 (1976); *Burton v. Sills*, 53 N.J. 86, 97, 248 A.2d 521, 528 (1968), appeal

dismissed, 394 U.S. 812 (1969); *Masters v. State*, 685 S.W.2d 654, 655 (Tex. Crim. App. 1985), *cert. denied*, 474 U.S. 853 (1985).

Courts accepting: *In re Brickey*, 8 Idaho 597, 70 P. 609 (1902).

36. Miller, 7.
37. *United States v. Nelson*, 859 F.2d 1318 (8th Cir. 1988).
38. *Id.* at 1320.
39. *United States v. Miller*, 307 U.S. at 178.
40. *Perpich v. Dept. of Defense*, 496 U.S. 334 (1990).
41. Dick Act, ch. 196, 32 Stat. 775 (1903).
42. Ehrman and Henigan, 45.
43. *See, e.g., United States v. Warin*, 530 F.2d 103 (6th Cir. 1976) (upholding machine gun registration requirement); *United States v. Swinton*, 521 F.2d 1255 (10th Cir. 1975) (upholding dealer licensing system); and *Cody v. United States*, 470 F.2d 34 (8th Cir. 1972) (upholding the prohibition against making false statements in the course of buying a firearm).
44. "Teaching the Bill of Rights," 5-7.

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Mr. Mark D. Polston is the Staff Attorney for the Center To Prevent Handgun Violence in Washington, D.C. The Center's address is 1225 Eye Street, NW, Suite 1150, Washington D.C. 20005, tel. (202) 289-7319.

Simulations: Bibliography for High School Teachers

By William Coleman Redd II

The use of simulations was an important part of the new thinking of educating students. But when teachers are asked about why they aren't using them, especially in the elementary and middle school levels they answer that they aren't aware of the material and how to get it. Below is a very short bibliography with materials for secondary levels, some of the articles are on why there is a need for simulations in the classroom. The abbreviation to the side should be self explanatory. The material listed below should be found in the ERIC system through either document, located in any university library, or by sending a request to the address listed below. A previous bibliography appeared in the Fall edition of the *Virginia Resolves*. It contained information on the elementary and middle school levels.

High School

AU: Wasserman,-Pamela; Doyle,-Andrea
TI: Earth Matters: Studies for Our Global Future.
PY: 1991
AB: Through 12 readings and 32 activities this curriculum material covers environmental issues like waste disposal, wildlife endangerment, world's women and a chapter on solution finding. This is accomplished through many activities including problem solving exercises, simulations, role playing and co-operative learning exercises.
AV: Zero Population Growth, 1400 16th Street, N.W., Suite 320, Washington, D.C. 20036 ($19.95). NT: 181 p. also ED 354161.

AU: Schreifels,-Beverly
TI: Breathe Life into a Dead Subject.
JN: *Learning*; v11 n8 p84-85 Mar 1983
AB: Ways to make historical figures come to life through classroom simulations are described. They include: (1) teacher impersonations of time-machine visitors; (2) public-address-system voices from the past; (3) writing about historical personages from different perspectives; (4) mock trials; and (5) role playing by students.

AU: LaRue,-Robert-D., Jr., Ed.
TI: Science/Technology/Society: Model Lessons for Secondary Social Studies Classes.
AB: This volume contains 36 lessons designed to be used in secondary social studies classes to introduce the science/technology/society (STS) themes and issues. While the first 11 lessons focus on general STS themes, the other 25 lessons cover specific STS issues.
AV: SSEC Publications, 855 Broadway, Boulder, CO 80302.
NT: 211 p.; or ED302459 and for related document, see ED 288 783
PR: EDRS Price - MF01/PC09 Plus Postage.
AU: Parisi,-Lynn, Ed.
TI: Creative Role-Playing Exercises in Science and Technology.1986
AB: Five simulations for addressing science-related social issues in either the secondary science or social studies classroom are presented. Following a foreword, introduction, and description of the conceptual basis for the activities, each of the activities is presented in its entirety.
AV: Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302.
NT: 438 p.; or ED269329
PR: EDRS Price - MF01/PC18 Plus Postage.

AU: Croddy,-Marshall; Maxey,-Phyllis
TI: International Law in a Global Age. A Teacher Handbook.
AB: This material is designed to give the high school student a prespective of international law and its impact on today's society. The material examines many facets of our new interrelated society. The activities used are multi-facetted and give a broad multicultural understanding to students.
AV: Constitutional Rights Foundation, 601 S. Kingsley Dr., Los Angeles, CA 90005 (Starter set—1 teacher, 1 student edition, $17.50; class set, 35 students, $175.00).
NT: 179 p.; or ED266995 and for student edition, see SO 016 965.

AU: Suter,-Coral; Croddy,-Marshall
TI: To Promote the General Welfare: The Purpose of Law. Law in Social Studies Series. Instructor's Manual.
PY: 1985
AB: This teacher's guide is part of a curriculum designed for infusion into secondary U.S. history courses to help students explore purposes of American law. In the curriculum students study about legal decision throughout American history and how they have effected our history.
AV: Constitutional Rights Foundation, 601 S. Kingsley Drive, Los Angeles, CA 90005 ($15.00; 30 student editions plus free instructor's manual, $135.00).
NT: 155 p.; or ED260984 and for related student booklet, see SO 016 772. Project supported in part by the Rowland Unified School District. Materials completed for use by the California State Department of Education and the United States Office of Juvenile Justice and Delinquency Prevention.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

AU: Suter,-Coral; Croddy,-Marshall
TI: The Crime Question: Rights and Responsibilities of Citizens. [Student Edition.] Major Issues in American Government. Law in Social Studies Series.
PY: 1984
AB: Designed for students in grades 7-12, this social studies

infusion unit examines individual rights and responsibilities in the context of the American criminal justice system and explores the balance between individual and group rights achieved at various AV: Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($15.00 for both student edition and instructor's manual; $4.50 for additional student copies; $135.00 for 30 student copies and instructor manual).
NT: 26 p.; or ED250248 and for instructor's manual, see SO 015 998. Photographs may not reproduce clearly.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Levels of Government
AU: Iozzi,-Louis-A.; And-Others
TI: People and Environmental Changes. [Student's Guide.] Preparing for Tomorrow's World.
PY: 1980
AB: The intent of this module is to engage students (grades 9-11) in an examination of issues that arise as a result of human activities in the physical environment. This module uses many different activities to allow students to examine different AV: SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $75; replacement student worksheets, $2).
NT: 77 p.; or ED230380 or for related documents, see SE 041 564-585. A complete catalog of the multi-media packages making up this program is contained in SE 041 585.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Topics
AU: Kinnamon,-J.-C.; Oehring,-Sandra
TI: Software Workshop.
JN: *Instructor*; v100 n3 p52-54,56 Oct 1990
AB: Computer programs covering several subject areas and grade levels are reviewed. The programs include multimedia courseware, simulations, and interactive software. Teaching tips which suggest methods of utilizing the programs are offered.

AU: Schwartz,-Donald
TI: A Remedy for Student Boredom: Stimulation through Simulation.
JN: *Social-Studies-Review*; v29 n2 p79-85 Win 1990
AB: Suggests that the most effective way to motivate student enthusiasm and interest in the social studies classroom is through the use of educational simulations. Discusses the advantages and disadvantages of simulations, and presents three of the most effective commercial simulations available today.

AU: Smiddie,-Laura
TI: Geography Resources for Middle School and High School Teachers.
JN: *Georgia-Social-Science-Journal*; v20 n2 p30-32 Fall 1989
AB: Provides educational resources for teaching geography from the Educational Resources Information Center (ERIC). Includes units on the Model United Nations, China, Middle America, and the United States. Resources stress themes of economic, political, and social interactions and interdependence. Provides simulations, maps, sample tests, and lesson plans.

AU: Starr,-Jerold-M.
TI: Teaching the Vietnam War: Looking Behind the Controversies.
JN: *International-Journal-of-Social-Education*; v4 n1 p86-93 Spr 1989
AB: Calls for more and better teaching about the Vietnam War in secondary schools and colleges. Offers approaches to teaching about the War and presents questions designed to stimulate students' thinking. Describes the use of simulations. States that the discussion of controversial issues makes class more stimulating for both student and teacher.

AU: Stilwell,-Neil-C.
TI: Teaching about Western Europe: A Resource Guide.
AB: This ERIC resource guide of current materials and resources provides assistance for classroom teachers and curriculum writers in the development of educational strategies for teaching about the culture, the history, and the issues confronting the nations of Western Europe. The ERIC resources include abstracts of 13 documents and 14 articles.
CS: ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SP: Office of Educational Research and Improvement (ED), Washington, D.C.
PY: 1988
NT: 27 p.; or ED302494 and for related documents, see ED 284 822 and ED 292 728.
PR: EDRS Price - MF01/PC02 Plus Postage.

TI: Teaching Nonwestern Studies: A Handbook of Methods and Materials.
CS: Massachusetts Univ., Amherst. Center for International Education.
AB: Methods and techniques developed by teachers in the classroom and designed to involve students in a variety of learning activities to enhance their perception and understanding of a global world are the focus of this handbook. The activities described are designed to promote group discussion and to provide the stimulation for a greater variety of learning methods that place emphasis on the relationship between the content of the materials and the teaching process.
AV: Center for International Education, Hills House South, University of Massachusetts, Amherst, MA 01003.
NT: 149 p. or ED322029

PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
AU: Edwardson,-Richard
TI: A Case Study in Simulation Design: Border Incident.
JN: *History-and-Social-Science-Teacher*; v17 n4 p233-35 Sum 1982
AB: Presents a case study in simulation design based on a dispute resulting from a border incident between two imaginary nations. The steps involved with the basic design of social simulations for upper-elementary and secondary social studies classes are described.

AU: Parker,-Candace-B.
TI: The Use of Simulations with General Level High School Social Studies Classes.
JN: *Social-Studies-Teacher*; v8 n4 p6 Apr-May 1987
AB: Discusses the use of simulations as an alternative form of instruction for teaching general level students. Describes how the author used a simulation in a general level history class with positive results. Concludes that simulation is a teaching method which is well-suited to the goal of assisting non-college bound students in acquiring necessary life skills. (AEM)

William Coleman Redd is a graduate student in secondary social studies at Old Dominion University, Norfolk, Virginia.

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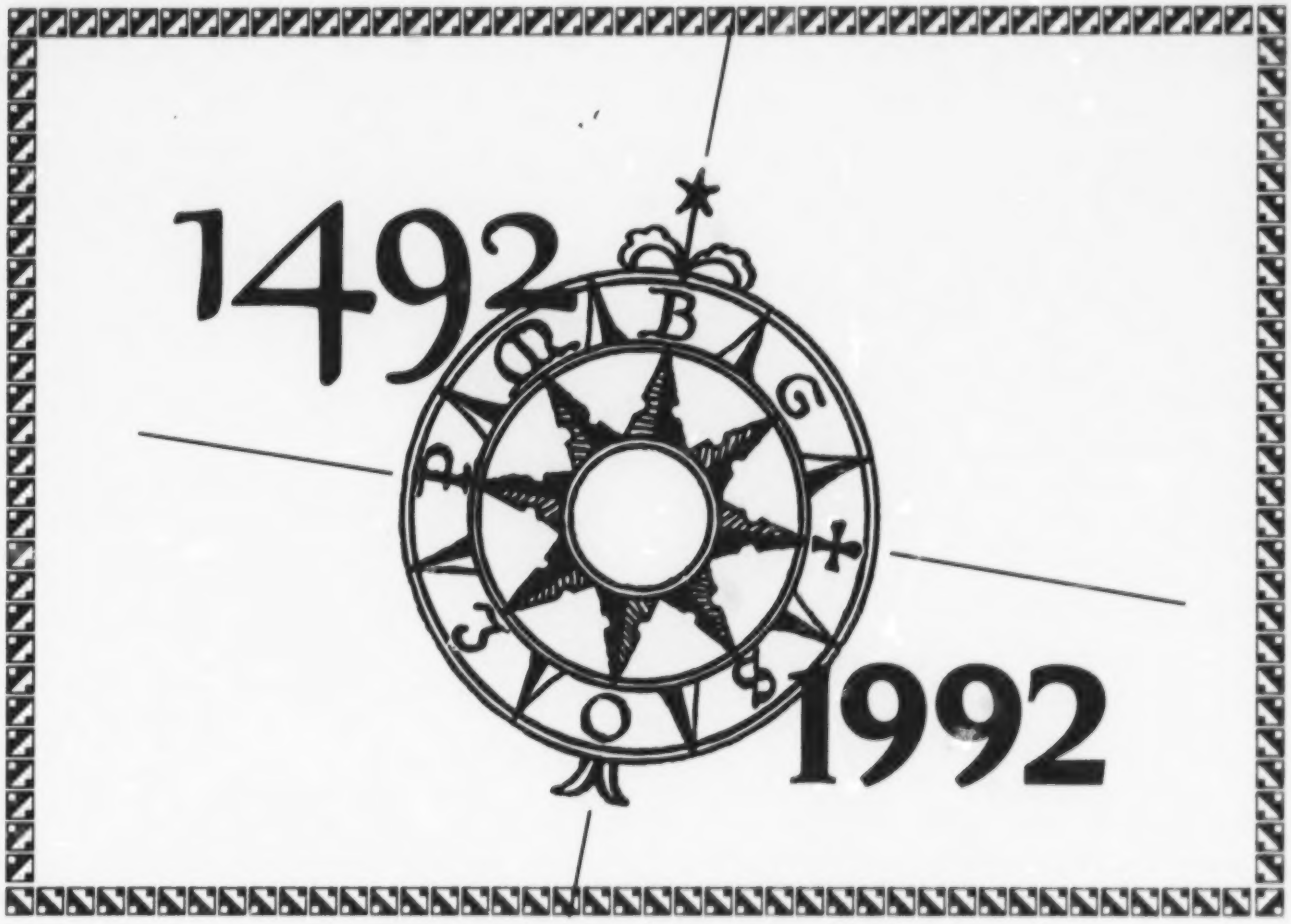

The Columbian Quincentenary

An Educational Opportunity

Nineteen ninety-two is the 500th anniversary of Columbus's first voyage to the Americas. The voyage of Columbus is a much too significant event in human history for the nation's schools and colleges to ignore or to treat romantically or trivially. The most fitting and enduring way in which educators can participate in commemorating the quincentenary is to examine seriously the available scholarship to enhance our knowledge about 1492 and, in turn, to enhance the knowledge of our students. Specifically, educators should

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Sixty years after Columbus's first landfall in the Americas, Francisco Lopez de Gomara wrote: "The greatest event since the creation of the world (excluding the incarnation and death of Him who created it) is the discovery of the Indies." In the year the thirteen English colonies declared their independence from Britain, Adam Smith observed: "The discovery of America, and that of a passage to the East Indies by the Cape of Good Hope, are the two greatest and most important events recorded in the history of mankind."

Although these two famous assessments of the significance of 1492 in human history may be overstatements, it is certainly true that the world as we know it would not have come to be were it not for the chain of events set in motion by European contact with the Americas.

The Contemporary Relevance of 1492

One of the most significant and visible features of the contemporary United States is its multiethnic and culturally pluralistic character. Scholars describe the United States as one of history's first universal or world nations—its people are a microcosm of humanity with biological, cultural, and social ties to all other parts of the earth. The origin of these critical features of our demographic and our civic life lies in the initial encounters and migrations of peoples and cultures of the Americas, Europe, and Africa.

Another significant feature of the United States is the fact that the nation and its citizens are an integral part of a global society created by forces that began to unfold in 1492. Geographically, the Eastern and Western Hemispheres were joined after millen-

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nia of virtual isolation from one another. Economically, the growth of the modern global economy was substantially stimulated by the bullion trade linking Latin America, Europe, and Asia, the slave trade connecting Africa, Europe, and the Americas; and the fur trade joining North America, western Europe, and Russia. Politically, the contemporary worldwide international system was born in the extension of intra-European conflict into the Western Hemisphere, the establishment of European colonies in the Americas, and the accompanying intrusion of Europeans into the political affairs of Native Americans, and the Native Americans' influence on the political and military affairs of European states. Ecologically, the massive transcontinental exchange of plants, animals, microorganisms, and natural resources initiated by the Spanish and Portuguese voyages modified the global ecological system forever.

Basic Knowledge about the Historical Setting and Effects of Columbus's Voyages

Educators should ensure that good contemporary scholarship and reliable traditional sources be used in teaching students about Columbus's voyages, their historical settings, and unfolding effects. Scholarship highlights some important facets of history that are in danger of being disregarded, obscured, or ignored in the public hyperbole that is likely to surround the quincentenary. Particular attention should be given to the following:

1. Columbus did not discover a new world and, thus, initiate American history.

Neither did the Vikings nor did the seafaring Africans, Chinese, Pacific Islanders, or other people who may have preceded the Vikings. The land that Columbus encountered was not a new world. Rather, it was a world of peoples with rich and complex histories dating back at least fifteen thousand years or possibly earlier. On that fateful morning of October 12, 1492, Columbus did not discover a new world. He put, rather, as many historians have accurately observed, two old worlds into permanent contact.

2. The real America Columbus encountered in 1492 was a different place from the precontact America often portrayed in folklore, textbooks, and the mass media.

The America of 1492 was not a wilderness inhabited by primitive peoples whose history was fundamentally different from that of the peoples of the Eastern Hemisphere. Many of the same phenomena characterized, rather, the history of the peoples of both the Western and the Eastern Hemispheres, including highly developed agricultural systems, centers of dense populations, complex civilizations, large-scale empires, extensive networks of long-distance trade and cultural diffusion, complex patterns of interstate conflict and cooperation, sophisticated systems of religious and scientific belief, extensive linguistic diversity, and regional variations in levels of societal complexity.

3. Africa was very much a part of the social, economic, and political system of the Eastern Hemisphere in 1492.

The Atlantic slave trade, which initially linked western Africa to Mediterranean Europe and the Atlantic islands, soon extended to the Americas. Until the end of the eighteenth century, the number of Africans who crossed the Atlantic to the Americas exceeded the number of Europeans. The labor, experiences, and cultures of the African-American people, throughout enslavement as well as after emancipation, have been significant in shaping the economic, political, and social history of the United States.

4. The encounters of Native Americans, Africans, and Europeans following 1492 are not stories of vigorous white actors confronting passive red and black spectators and victims.

Moreover, these were not internally homogeneous groups but represented a diversity of peoples with varied cultural traditions, economic structures, and political systems. All parties pursued their interests as they perceived them—sometimes independently of the interests of others, sometimes in collaboration with others, and sometimes in conflict with others. All borrowed from and influenced the others and, in turn, were influenced by them. The internal diversity of the Native Americans, the Africans, and the Europeans contributed to the development of modern American pluralistic culture and contemporary world civilization.

5. As a result of forces emanating from 1492, Native Americans suffered catastrophic mortality rates.

By far the greatest contributors to this devastation were diseases brought by the explorers and those who came after. The microorganisms associated with diseases such as smallpox, measles, whooping cough, chicken pox, and influenza had not evolved in the Americas; hence, the indigenous peoples had no immunity to these diseases when the Europeans and Africans arrived. These diseases were crucial allies in the European conquest of the Native American. The ensuing wars between rival European nations that were played out in this hemisphere, the four centuries of Indian and European conflicts, as well as the now well-documented instances of genocidal and displacement policies of the colonial and postcolonial governments further contributed to the most extensive depopulation of a group of peoples in the history of humankind. Despite this traumatic history of destruction and deprivation, Native American peoples have endured and are experiencing a cultural resurgence as we observe the 500th anniversary of the encounter.

6. Columbus's voyages were not just a European phenomenon but, rather, were a facet of Europe's millennia-long history of interaction with Asia and Africa.

The "discovery" of America was an unintended outcome of Iberian Europe's search for an all-sea route to the "Indies"—a search stimulated in large part by the disruption of European-Asian trade routes occasioned by the collapse of the Mongol Empire. Technology critical to Columbus's voyages such as the compass, the sternpost rudder, gunpowder, and paper originated in China. The lateen sail, along with much of the geographical knowledge on which Columbus relied, originated with or was transmitted by the Arabs.

7. Although most examinations of the United States historical connections to the Eastern Hemisphere tend to focus on northwestern Europe, Spain and Portugal also had extensive effects on the Americas.

From the Columbian voyages through exploration, conquest, religious conversion, settlement, and the development of Latin American mestizo cultures, Spain and Portugal had a continuing influence on life in the American continents.

The Enduring Legacy of 1492

Certain events in human history change forever our conception of who we are and how we see the world. Such events not only change our maps of the world, they alter our mental landscapes as well. The event of five hundred years ago, when a small group of Europeans and, soon after, Africans, encountered Native Americans is of this magnitude. Educators contribute to the commemoration of the quincentenary in intellectually significant and educationally appropriate ways when they assist students in becoming knowledgeable about this event and about its critical role in shaping contemporary America as a universal nation within an interdependent world.

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Viola, Herman J., and Carolyn Margolis, eds. *Seeds of Change: A Quincentennial Commemoration*. Washington, D.C.: Smithsonian Institution Press, 1991. A collection of essays tracing Old and New World exchanges of sugar, maize, potatoes, wine, horses, and other common plants and animals as well as disease, over the course of five hundred years.

Weatherford, Jack. *Indian Givers: How the Indians of the Americas Transformed the World*. New York: Ballantine Books, 1988. A well-written and detailed account of the contributions of the indigenous peoples of the Americas to world civilization in several areas including food, medicine, engineering, architecture, and politics.

Winke, Robert J. *Patterns in Prehistory: Mankind's First Three Million Years*. New York: Oxford University Press, 1980. Contains three extensive chapters on the development of complex societies in Mesoamerica and Peru and on cultural change in North America.

Wolf, Eric R. *Europe and the People without History*. Berkeley: University of California Press, 1982. Includes three chapters focused on the bullion trade, the slave trade, and the fur trade linking the Americas and Afro-Eurasia which emphasize the involvement of Native Americans and Africans in these exchanges and the consequences for their economic, political, and cultural life.

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Signatories to the National Council for the Social Studies Columbian Quincentenary Position Statement

American Anthropological Association

American Association of School Administrators

American Association of School Librarians

American Council for Teachers of Foreign Languages

American Historical Association

American Indian Heritage Foundation

Association for Childhood Education International

Association for Supervision and Curriculum Development

Association of American Geographers

Council of the Great City Schools

International Education Consortium—Collaborative for Humanities and Arts Teaching

International Reading Association

National Association for Bilingual Education

National Association of Elementary School Principals

National Association of Secondary School Principals

National Catholic Educational Association

National Council for Geographic Education

National Council of Teachers of English

National Council of Teachers of Mathematics

National Education Association

National History Day

National Middle School Association

National Science Teachers Association

Organization of American Historians

William J. Saunders, Executive Director of National Alliance of Black School Educators

Social Studies Development Center

Society for History Education

World History Association

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News & Notes

GEOTREK '94
Second Annual Geo-Technology Institute
Summer 1994:
June 27-July 2

Site:
Windmill Point Conference Center on the Chesapeake Bay
White Stone, Virginia

Sponsors:
VGA (Virginia Geographic Alliance)
CII (Consortium for Interactive Instruction)
WHRO-TV

GeoTrek '94 is a residential geography/technology institute open to all Virginia social studies educators from kindergarten through college. The institute curriculum will focus on geography content, computer technology instruction, and the development of classroom learning activities.
Credit and Tuition:
The tuition for teachers whose school divisions are members of CII is $750. The tuition for non-CII participants is $995. For additional information, please contact:

Gary Miller (804)496-6767 or
Brian Callahan (804) 489-9476

Participants who successfully complete Geo-Trek's requirements will receive 3 hours of Pass/Fail graduate credit through Old Dominion University as GEOG 596. This course will be listed in the University's Summer School Schedule, but participants will be able to register for credits the first day of the Institute.

Accomodations
Double, motel-style accommodations will be provided at the Windmill Point Conference Center on Virginia's Northern Neck. Instruction will be conducted in a classroom/lab setting focusing upon laser disc and CD-ROM technology, and introducing electronic mail communication technology.

Curriculum
Computer Technology
Instructors: Gary Miller and a staff of Teacher Consultants
MS-DOS
CD-ROM Technology
PC Globe/PC USA
NGS Picture Atlas of the World
World Atlas, Presidents
Encarta
Laser Disk Technology
GTV: Lay of the Land and Planetary Manager
IRC's American History/World History Videodiscs
Telecommunications Technology
Instructor: Brian Callahan
America On-Line
VA PEN

Content Lectures
Instructors: Don Zeigler (Old Dominion University)
Brian Blouet (College of William and Mary)
The Five Fundamental Themes of Geography
Political Geography: The Shapes of Countries
Economic Geography: NAFTA and the European Community
Physical Geography: Morocco
Cultural Geography: Arab World vs. Islamic World
Cartography: Base Maps and Thematic Overlays

SPECIAL C-SPAN CALL-IN SERIES ANSWERS QUESTIONS ABOUT CONGRESSIONAL APPROPRIATIONS PROCESS

The series of Live Viewer Call-in programs, airing Mondays from 6:30 to 8 p.m. (ET) through April 25, will examine the congressional appropriations process and each of the annual federal appropriations bills. Guests will include lawmakers, journalists, congressional scholars and congressional staff members. Sen. Robert Byrd (D-W. Va.), Senate Appropriation Committee chairman, will appear in a taped interview.

Here is a list of topics and air dates for the series:

April 4 Military Construction
April 11 Transportation and related agencies
April 18 Treasury, Postal Service, General Governmental departments
April 25 Veterans' Affairs, Housing and Urban Development, independent agencies

C-SPAN is available in 60 million households nationwide and worldwide via satellite. C-SPAN is funded entirely by the cable television industry as a public service.

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION FACT SHEET

As the Smithsonian Institution's central policy-setting office for precollege education, the Office of Elementary and Secondary Education (OESE) draws on resources from across the Institution to meet the needs of teachers and students in schools in the Washington, D.C., area and nationwide. The Office also serves as a clearinghouse of information about Smithsonian educational materials and programs — and works to develop frameworks for communication and collaboration among the different Smithsonian education units and between those units and outside educational organizations.

An important goal of the Office of Elementary and Secondary Education is to educate young people and their teachers about the value of museums and related institutions (i.e., historic sites, science centers, zoos, etc.) as learning resources — and about how to use these resources and the primary source materials they contain to acquire factual knowledge and analytical skills. Involving collaboration with schools, school systems, universities, and other museums, these efforts reach thousands of teachers and millions of students each year in communities across the country.

Office of Elementary and Secondary Education programs include:

Professional Development for Teachers
Workshops, courses, conferences, symposia, and internships for Washington, D.C., area teachers are offered in collaboration with the Smithsonian Institution museums. Regional Workshops and Summer Institutes strengthen ties between museums and schools in communities nationwide and contribute to the improvement of teaching methods and materials.

Curriculum Materials for Schools
OESE publishes a quarterly journal for elementary school teachers, entitled Art to Zoo, multimedia kits targeted to students and teachers at different grade levels, and a range of materials based on OESE conferences and symposia.

Programs and Materials for Children and Teenagers
The Office conducts national and local internship programs for high school students and produces publications, computer software, and other educational materials for children of various grade levels.

Clearinghouse Services
OESE provides information about Smithsonian-wide educational materials and programs that are available to schools and teachers nationally.
For more information, contact:
Office of Elementary and Secondary Education
Smithsonian Institution
Arts & Industries Building, Room 1163
Washington, D.C. 20560
202/357-2425

Smithsonian Institution News
July 8, 1993
Media only: Janice R. Nall (202) 357-3051
Linda St.Thomas (202) 357-2627

SMITHSONIAN PUBLISHES RESOURCE GUIDE FOR TEACHERS

The new edition of the Smithsonian Resource Guide for Teachers lists more than 400 educational items from more than 40 museums and organizations. Among the highlights are Protest and Patriotism, a teaching guide examining American protest movements; Ancient Chinese Bronzes, a set of slides and a teacher's booklet on the bronze vessels of the early Chinese dynasties; and the Magnificent Whales, a videocassette featuring more than 20 species of whales and dolphins.

Recently published by the Smithsonian's Office of Elementary and Secondary Education, the free guide is a user-friendly catalog of Smithsonian educational materials available to educators nationwide. The items listed are from the Smithsonian and several organizations affiliated with the institution including the National Science Resources Center, the National Gallery of Art, the John F. Kennedy Center for the Performing Arts and Reading Is Fundamental.

Most of the educational material is free or inexpensive. Materials are separated into four main categories: the arts, language arts, science and social studies/history. Indexed by titles, subjects and media, the items range from posters to booklets and audio- and video-tapes.

Also included in the guide are catalogs, visitor guides and periodicals for teachers, available from the Smithsonian. The guide provides an order form and all necessary information for ordering the listed materials. Copies are free to individuals. Guides are $2 each when requesting more than nine copies in an order.

The Smithsonian Resource Guide for Teachers was made possible by a generous grant from Brother International Corporation.

For more information, or to order copies, write the Office of Elementary and Secondary Education, Arts and Industries Building, Room 1163, MRC 402, Smithsonian Institution, Washington, D.C. 20560, or phone (202) 357-2425; fax (202) 357-2116.

THIRD INTERNATIONAL SOCIAL STUDIES CONFERENCE

JUNE 27–29, 1994

"Social Studies Education: Challenges and Opportunities in a World of Rapid Change"

The African Social and Environmental Studies Programme is sponsoring the Third International Social Studies Conference, in collaboration with U.S. National Council for the Social Studies, to be held June 27–29, 1994, in Nairobi, Kenya.

This conference offers social studies educators worldwide the opportunity to discuss social studies as it is evolving internationally and to hear about the progress of democracy, capitalism, and the struggle for freedom and security in Africa. Participants are urged to take part in pre- and postconference workshops and to present a session or symposium.

We have scheduled the conference to be held on Monday, Tuesday, and Wednesday to offer participants the opportunity to plan safaris or other travel either before or after the conference. Conference attendees must not leave Kenya without meeting African people, viewing the wildlife, and experiencing the excitement of the capital city, Nairobi.

Preparations are underway to develop packaged tours from the United States and to arrange special airfare discounts. The Third International Social Studies Conference is a once-in-a-lifetime opportunity to meet an exciting and dynamic people and to visit places you may have seen only in the movies or on television. Plan to be in Nairobi in June 1994.

For more information, write or call:
Professor James L. Barth
School of Education
Purdue University
West Lafayette, IN 47907
(317) 494-2364

National Council for the Social Studies
3501 Newark St., NW
Washington, DC 20016
(202) 966-7840 x116

Virginia Council for the Social Studies

An Affiliate of the National Council for the Social Studies

Join VCSS and Receive These Benefits

*** Publications**

Virginia Resolves, the Council's journal, includes articles–about teachers and teaching in Virginia–about workshops and institutes–about lesson plans and classroom activities that work–about programs and policies important to you. The *Sentinel* provides you with up-to-date information about VCSS and social studies happenings from the President of the Virginia Council for the Social Studies.

*** Leadership**

The VCSS represents social studies educators on the Advisory Committee for Social Studies in the 21st Century–on the Virginia Educational Leadership Congress–on Southeast Council Regional Social Studies Conference Coordinating Board.

*** Conferences**

The VCSS hosts an annual meeting of Virginia social studies educators. The conference is held in the fall, rotates its meetings in various regions of Virginia.

*** Awards**

The VCSS honors outstanding teachers across Virginia. These teachers are the Virginia nominees for the NCSS Outstanding Teacher Award.

*** Professionalism**

The North Central Accrediting Association urges teachers to join their professional associations. Membership in the VCSS provides you with the opportunity to be recognized as an educator who cares about the future of social studies in Virginia. Local school divisions may award certification points for professional memberships.

Virginia Council for the Social Studies
Membership Application

Name: _____
LAST FIRST MIDDLE

Address: _____
BOX OR STREET NUMBER

_____
CITY STATE ZIP

Home Phone: ( ) _____

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Name of School: _____

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Regular: $10.00 Student: $5.00

Attention New Members to National Council for the Social Studies:

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(No Student Brokering for NCSS)

RETURN TO: Barbara D. Haney
VCSS Membership
3109 Monogahela Trail
Ashland, VA 23005

Guidelines for Authors

Readers of *Virginia Resolves* are invited to submit manuscripts for consideration. To improve your chances of publication, please adhere to the following guidelines:

Length

Articles: Articles in the *Resolves* are generally limited to 3-journal pages. This translates to 9-11 doublespaced, typewritten manuscript pages, including all figures, charts, citations/references, and other related material. Manuscripts exceeding this length will be returned to the author(s) without editorial review. American Psychological Association (A.P.A.) is the preferred writer's style for the *Virginia Resolves*.

Brief Report: Authors may wish to submit brief reports of activities or curriculum materials of interest to readers, with information on how complete documents or curriculum packages may be obtained. These reports should be limited to 500 words (2 double-spaced, typewritten pages).

Announcements: Announcements of upcoming events may be submitted, with a typical limitations of 250 words. No announcements will be accepted for events scheduled before December 1 (for the fall issue) and April 1 (for the spring issue).

Conference Information: The *Resolves* also publishes conference information, including calls for papers and registration forms, on a limited basis. Conference organizers should contact the editor well in advance of the event to insure timely publication of information.

Lesson Plans

The editor welcomes exemplary lesson plans from readers. Preparation of lessons for publication, however, requires special care on the part of authors. To be useful to readers, please take the following points into account:

1. Lesson plans may not exceed the maximum length for articles.
2. All plans should have property-state objectives, detailed presentation information, and appropriate evaluation criteria.
3. Lesson plans must be complete enough for a reader to use with minimal additional preparation. Remember: your audience cannot read your mind or your intentions.
4. If discussion is part of the lesson, then sample discussion questions should be provided.
5. All documents, cartoons, charts, and similar ancillary materials must be included in order for the plan to be useful to the reader. If substantial amounts of ancillary material are used in the lesson, demonstrate your approach with a single document, carton, or item and cite other materials in detail. If the usefulness of the lesson depends on many such items, a "brief report" should be submitted rather than the complete lesson.
6. Worksheets with large amounts of black space will not be reproduced.
7. Complete citations should be provided for all non-original material, including documents, textbooks, cartoons, and other documents. No copyrighted material will be required in the *Resolves* without the written permission of the copyright holder(s).
8. Whenever possible, the editor requests both a paper copy and a computer disk copy (WordPerfect or ASCII) for manuscript submission.

Author(s) Responsibilities

It is the responsibility of all authors to submit what is in their view a final draft for consideration. The editor will not take raw material and do the writing. This requirement applies to all announcements, lesson plans, short reports, and full-length articles. It is the responsibility of all authors to obtain (when necessary) written permission to reprint any copyrighted material used in their articles and lesson plans. Contact the editor for advice in this regard.

Deadlines for Manuscripts

FALL 1994 ISSUE: September 15, 1994
SPRING 1995 ISSUE: January 30, 1995

Send manuscripts to:

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